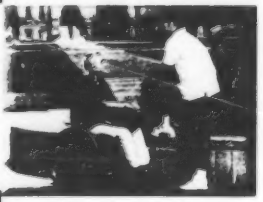
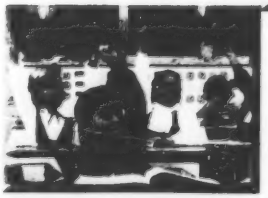
Prince Edward Island
CANADA

Department of Education





Annual Report
Rapport annuel
1999/2000

Île-du-Prince-Édouard
CANADA

Ministère de l'Éducation

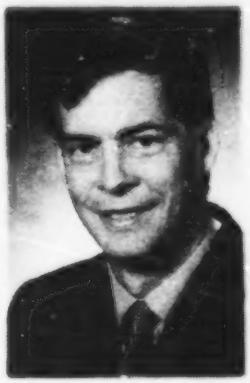
101-04630/

Prince Edward Island
Department of Education

Annual Report

For the Year Ending
March 31, 2000

Message from the Minister
Message du ministre



To the Honourable Gilbert Clements
Lieutenant Governor of Prince Edward Island

Sir:

It is a privilege to present the annual report of the Department of Education for the fiscal year ended March 31, 2000.

Respectfully submitted,

Jeffrey E. Lantz
Minister of Education
Ministre de l'Éducation

Monsieur Gilbert Clements
Lieutenant-gouverneur de l'Île-du-Prince-Édouard

Monsieur le lieutenant-gouverneur,

J'ai l'honneur de vous présenter le rapport annuel du ministère de l'Éducation pour l'année financière se terminant le 31 mars 2000.

Veuillez agréer, Monsieur le lieutenant-gouverneur, l'expression de ma très haute considération.

Table of Contents

Deputy Minister's Message 1

Message de la sous-ministre 1

Organizational Chart 2

Organigramme 3

Legislative and Other Responsibilities 4

Executive Summary 5

Résumé 8

Administration and Corporate Services 11
- Corporate Planning Division 11
- Finance and School Board Operations Division 13
- Human Resources 16
- Systems and Technology 16
- Communications 17
- Registrar's Office 17

Culture, Heritage, Recreation and Sport 19
- Provincial Library Service 19
- Public Archives and Records Office 20
- Culture and Heritage 23
- Recreation and Sport 24

Public Education 25
- Continuing Education and Training Division 26
- English Programs Division 31
- French Programs Division/Division des programmes en français 34
- Student Services Division 40

Appendixes –
- Enrolment in Public and Private Schools 45
- Reporting Structure – Department of Education 49

Deputy Minister's Overview
Tour d'horizon de la sous-ministre

The Honourable Jeffrey E. Lantz
Minister of Education
Province of Prince Edward Island

Honourable Minister:

I have the honour to submit to you the 1999-2000 Annual Report for the Department of Education. As you know, Elaine Noonan served as Deputy Minister of Education during the period covered by this report.

The Annual Report is intended to focus on accountability for the results achieved during the year. This approach in reporting on performance during the 1999-2000 fiscal year is in keeping with the Treasury Board Policy on Accountability and Governance Matters, 10.01 Annual Reporting Framework and the *Financial Administration Act*.

I wish to highlight some of the department's significant achievements and priorities during the reporting period:

- Plans for French first-language education in Summerside were announced.
- On-going work continued for the strategic planning process in the department and with stakeholders.
- The first Public Opinion Survey was conducted in January 2000.
- Flashing amber lights were added to more than 300 Island school buses.
- A Workforce Renewal Plan for teachers was announced and implemented.

The department remains committed to making the most effective use of our resources to serve the needs and interests of all Islanders.

I would like to take this opportunity to recognize and thank the employees of the Department of Education for their hard work and dedication. I look forward to their continued support.

Respectfully submitted,

Shauna Sullivan Curley
Deputy Minister of Education
Sous-ministre de l'Éducation

Monsieur Jeffrey E. Lantz
Ministre de l'Éducation
Gouvernement de l'Île-du-Prince-Édouard

Monsieur le ministre,

J'ai l'honneur de vous soumettre le rapport annuel du ministère de l'Éducation pour 1999-2000. Comme vous le savez déjà, Madame Elaine Noonan a agi en fonction de sous-ministre de l'Éducation durant la période que couvre ce rapport.

Le rapport annuel met l'accent sur l'obligation de rendre compte des résultats atteints au cours de l'année. Cette action de soumettre un compte rendu de ce qui a été réalisé au cours de l'exercice financier 1999-2000 s'inscrit dans la politique du Conseil du Trésor visant l'obligation de rendre compte et la gestion des affaires publiques, ainsi que de l'article 10.01 du cadre travail visant les rapports annuels et de la *Financial Administration Act*.

Je souhaite attirer votre attention sur certaines réalisations marquantes et priorités du Ministère pour cette période de rapport :

- On a annoncé les plans visant à fournir un enseignement en langue maternelle française à Summerside.
- La continuité du travail permanent du Ministère et des parties intéressées portant sur le processus de planification stratégique.
- On a mené en janvier 2000 un premier sondage d'opinion.
- On a ajouté à plus de 300 autobus scolaires de l'Île des feux jaunes clignotants.
- On a annoncé et mis en oeuvre un programme de renouvellement de la main-d'oeuvre pour les enseignants.

Le Ministère réitère son engagement à utiliser le plus efficacement possible ses ressources afin de répondre aux besoins et aux intérêts de tous les Insulaires.

J'aimerais saisir l'occasion pour mettre en évidence les employés du ministère de l'Éducation et les remercier pour leur travail soutenu et leur dévouement. Je me réjouis à l'avance de leur appui renouvelé.

Le tout respectueusement soumis,

Organizational Chart

Prince Edward Island
CANADA

Department of Education

Vision

Prince Edward Island is a place where learning is highly valued. All individuals have the opportunity to develop their full social, intellectual, economic, cultural and physical potential. The Department of Education is the leader in ensuring equitable opportunities for lifelong learning. We work with individuals, communities and other partners to enable them to value the past, embrace the present and shape the future.

Mission

Our mission is to make the department vision a reality by providing leadership in the pursuit of excellence and by creating effective learning opportunities for all.

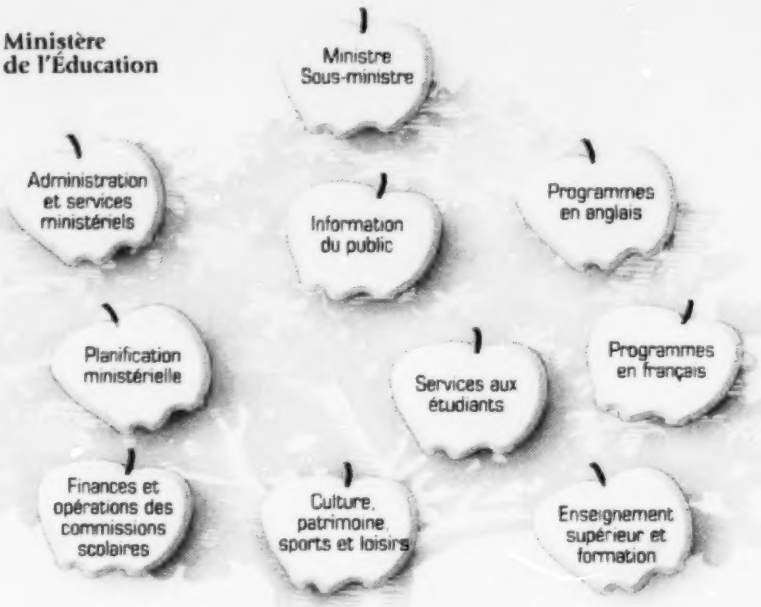
The Department of Education must have acceptable results in the following areas:

- quality of legislation, regulation and policies for public education, continuing education, training, culture, heritage and recreation
- quality of programs and services for public education, continuing education, training, culture, heritage and recreation
- public satisfaction with the department's programs and services
- accessibility and equity of programs and services
- employee satisfaction

Organigramme

Île-du-Prince-Édouard
CANADA

Ministère de l'Éducation



La vision

L'Île-du-Prince-Édouard attache une très grande importance à l'apprentissage. Chacun a la possibilité de réaliser son plein potentiel aux plans social, intellectuel, économique, culturel et physique. Le ministère de l'Éducation est le chef de file de ceux qui visent à assurer des possibilités d'apprentissage équitables permettant l'acquisition continue du savoir. Nous travaillons avec les individus, les collectivités et d'autres partenaires pour leur apprendre à valoriser le passé, à profiter du présent et à façonner l'avenir.

La mission

Notre mission consiste à concrétiser la vision du Ministère en jouant un rôle de premier plan dans la poursuite de l'excellence et en créant de réelles possibilités d'apprentissage pour tous.

Le ministère de l'Éducation vise des résultats satisfaisants dans les domaines suivants :

- la qualité des mesures législatives, des règlements et des politiques en matière d'enseignement public, d'enseignement supérieur, de formation, de culture, de patrimoine et de loisirs;
- la qualité des programmes et des services relatifs à l'enseignement public, à l'enseignement supérieur, à la formation, à la culture, au patrimoine et aux loisirs;
- la satisfaction du public envers les programmes et services offerts;
- l'accessibilité et l'équité des programmes et services offerts;
- la satisfaction du personnel

Legislative and Other Responsibilities Assigned to the Department of Education

Acts

Apprenticeship and Trades Qualification Act
Archaeological Sites Protections Act
Archives Act
Heritage Places Protection Act
Holland College Act
Island Regulatory and Appeals Commission Act
Lucy Maud Montgomery Foundation Act
Maritime Provinces Higher Education Commission Act
Museum Act
Private Training Schools Act
Public Libraries Act
School Act
Sports Commission Act
Teachers' Superannuation Act
University Act

Boards, Commissions and Agencies

Archaeological Sites Protection Advisory Board
Education Negotiating Agency
Heritage Places Advisory Board
Holland College Board of Governors
Island Regulatory and Appeals Commission
Ministerial Advisory Committee on Multiculturalism
PEI Museum and Heritage Foundation
Private Training School Advisory Board
Private Training School Appeal Board
Provincial Apprenticeship Board
Public Records Committee
School Act – Certification and Standards Board
Sports Commission
Student Aid Appeal Board
University of Prince Edward Island Board of Governors

Non-Statutory

Multiculturalism

Affiliations With Regional and National Educational Organizations

Council of Ministers of Education, Canada
Atlantic Provinces Education Foundation
Atlantic Provinces Special Education Authority
Maritimes Provinces Higher Education Commission
Atlantic Community Colleges Consortium

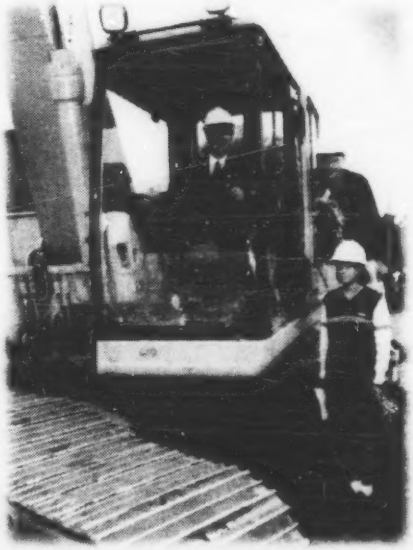
Executive Summary

The past year in the Department of Education has been one of change. In September 1999, a restructuring of the department was implemented resulting in reconfiguration of the existing functions into three branches as follows: Administration and Corporate Services; Culture, Heritage, Recreation and Sport; and Public Education. The department remains committed to making the most effective use of all of its resources to serve our stakeholders and clients.

Prince Edward Island is a place where learning is highly valued. All individuals have the opportunity to develop their full social, intellectual, economic, cultural and physical potential. The Department of Education strives to ensure equitable opportunities for lifelong learning.

The Department of Education launched several new initiatives and built on existing successful programs during the 1999-2000 fiscal year. Some of the highlights included:

- The first annual Employee Satisfaction Survey was conducted in July 1999. The information obtained from the survey will serve as a benchmark for the Human Resource Development Plan for the Department of Education.
- Accountability is the cornerstone of the department's ongoing strategic planning process. In keeping with this objective, the department conducted its first Public Opinion Survey in January 2000.
- As a result of the Workforce Renewal Plan, 106 PEI teachers retired in June of 1999. The plan provided early retirement incentive for teachers and it permitted a significant number of hirings in the elementary and secondary public school system.
- On June 17, 1999, the ground was officially broken for a new $4.8 million elementary school in West Royalty. The new school will serve 450 students from West Royalty, Winsloe, Orchard Hill and Lewis Point and will provide a state-of-the-art learning and teaching environment for students and teachers.
- In November 1999, the expansion at Montague Intermediate School was completed at a cost of $2.3 million. The 23,000 square-foot expansion includes a new gymnasium and change rooms, a multipurpose room, a technology arts room, an administration area, a home economics room and an elevator.



Premier Pat Binns and two students from Montague Intermediate School participate in the sod turning ceremony for the addition to the school.

- Also in November, the Minister of Education announced the proposed site for the construction of the new Fort Augustus School. The proposed 18-acre site is located in Donagh. These projects are part of phase one of the government's $35 million Capital Construction Plan for PEI Schools.
- By September 1999, all Island school buses had been fitted with flashing amber lights at a cost of $150,000. These lights improved the safety for all Island school children.
- The first Verbal Abuse Prevention Week was held in September 1999. This week is designed to promote safety and non-violent ways of acting in school and in the community. Planning is already underway for a Verbal Abuse Prevention Week 2000.
- $1 million will be invested in computer hardware for all senior high schools on PEI. The schools will receive new computers and other hardware for high-speed computer labs. Each library resource centre will also receive a multimedia computer.

- In March 2000, the Department of Education and *la Commission scolaire de langue française* unveiled plans for French first-language education for students in Summerside. The facility will serve students in grades 1 to 6 in Summerside and will also serve as the Francophone community centre in Summerside.

- More than 700 adult Islanders attended upgrading programs province-wide. A funding partnership made up of contributions from the departments of Education, Development and Health and Social Services and the Labour Market Development Agreement ensured programs were accessible to adult Islanders. This program includes teaching adults to read, completion of Grade 12 as well as GED preparation.

- Workplace Education PEI, managed by the Literacy Initiatives Secretariat in the Department of Education, worked with 125 employed Islanders in the development of workplace education programs across Prince Edward Island.

- The Minister of Education received the Senior High School Transitions Response Report. A Transitions consultant has been hired to coordinate implementation of a number of the recommendations and workplan.

- In early 1999 the school boards, with assistance from the Department of Education and the Labour Market Development Agreement, hired 50 teachers for 13 weeks to assist in training and support for Island teachers in the integration and use of communication and information technologies in their teaching.

- During the 1999-2000 school year, the new elementary core-French program finished implementation at the Grade 6 level. This project, which began in 1994, started with the development of a *Program of Studies and Teacher's Guide* which includes specific outcomes at the various levels and a clear explanation of the methodology recommended for teaching core French using the communicative-experiential approach.

- New programs were piloted for the elementary programs in French first-language and in immersion. Curriculum guides were developed which clearly defined learning outcomes expected from students. New resources were also being field tested in this process. These programs were partially completed through regional initiatives with the Atlantic Provinces Education Foundation (APEF).

- The Inclusion Grant initiative, funded by the department in partnership with the Association for Community Living and Human Resource Development Canada, assisted 12 Island schools in the design, implementation and evaluation of school-based action research projects.

- The Student Services Division, created in September 1999, began drafting a comprehensive student services policy and an implementation plan in response to the *Review of Special Education Report* (Mackey & Associates 1998).

- The Community Service Bursary Program was announced in the Speech From the Throne in November 1999. The program will offer opportunities for students to receive tuition credits for volunteer work performed in the community and is slated to begin in April 2000.

- The Government of Prince Edward Island announced three investment initiatives for Island post-secondary students totalling $2 million. This money will provide for the creation of the Island Student Awards, the PEI Interest Relief Program and the UPEI Student Union Centre.

- A new PEI student loan office opened on the University of Prince Edward Island campus in September 1999. This will give UPEI students increased and better access to the various programs that are administered by the PEI student loan office.

- The Department of Education signed an agreement in July 1999 with the Canada Millennium Scholarship Foundation. This agreement will provide almost $1.3 million to PEI students over the next 10 years to help reduce student debt and provide financial assistance to those with the greatest need.

- Sport PEI will be conducting a sport facility study to examine the facility requirements if Prince Edward Island is to successfully host regional, national and international sporting events. The Department of Education will provide funding to Sport PEI for the study.

- Effective September 1999, the 1841 Census was made available on-line at the department's Web site. This undertaking was part of a long-term project to make more archival information available through the Internet. The census, which is now available to researchers worldwide, was mounted as a result of a project under Industry Canada's SchoolNet Digital Collections program.

- Public library circulation and the number of registered borrowers grew by more than 10 per cent and more than 770,000 items were borrowed. This is the highest level of circulation in the history of the province.

- In January 2000, the Bill and Melinda Gates Foundation donated new computer hardware and increased Internet access, a gift totalling $254,166, to 11 libraries on Prince Edward Island. As a result of this gift from the Gates Foundation, Microsoft will donate software with a retail value of $74,970 to all libraries which received a foundation computer.

With the changes of the past year, it has been both exciting and challenging for the staff of the Department of Education. As we approach a new year, we will continue our commitment to building a strong education system and continue to work with individuals, communities and other partners to enable them to value the past, embrace the present and shape the future.

Our mission is to make the department vision a reality by providing leadership in the pursuit of excellence and by creating effective learning opportunities for all.

Résumé

L'année qui vient de s'écouler a été marquée par le changement au sein du ministère de l'Éducation. En septembre 1999, le Ministère a fait l'objet d'une réorganisation et les fonctions existantes ont été réparties à l'intérieur des trois divisions suivantes : Administration et services ministériels; Culture, patrimoine, loisirs et sports; et éducation publique. Le Ministère a renouvelé son engagement à l'utilisation la plus efficace possible de toutes ses ressources pour servir ses clients et principaux groupes intéressés.

À l'Île-du-Prince-Édouard, on accorde beaucoup d'importance à l'apprentissage. Tous les résidants de l'Île ont l'occasion de développer leur plein potentiel social, intellectuel, économique, culturel et physique. Le ministère de l'Éducation aspire à offrir des occasions équitables d'apprentissage continu.

Durant l'exercice 1999-2000, le ministère de l'Éducation a lancé plusieurs nouvelles initiatives et mis à profit les programmes existants qui connaissent du succès. Voici un aperçu des faits saillants :

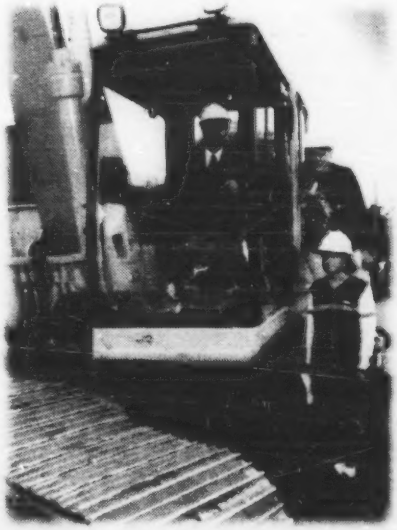
- Le premier sondage sur la satisfaction des employés a été effectué en juillet 1999. Les données du sondage vont servir de repère à l'élaboration du plan de développement des ressources humaines du ministère de l'Éducation.

- La responsabilité et l'obligation de rendre des comptes sont un élément fondamental du processus de planification stratégique du Ministère. Fidèle à cet objectif, le Ministère a mené son premier sondage d'opinion publique en janvier 2000.

- À la suite du plan de renouvellement de la main-d'oeuvre, 106 enseignants de l'Î.-P.-É. ont pris leur retraite en juin 1999. Le plan prévoyait un incitatif à la retraite anticipée et a permis d'embaucher un nombre élevé de nouveaux enseignants au sein du système scolaire public des niveaux secondaire et élémentaire.

- Le 17 juin 1999, on a assisté à l'ouverture officielle du chantier d'une nouvelle école élémentaire de 4,8 millions de dollars à West Royalty. La nouvelle école servira 450 élèves de West Royalty, Winsloe, Orchard Hill et Lewis Point et fournira un milieu d'enseignement et d'apprentissage de pointe aux élèves et aux enseignants.

- En novembre 1999, l'expansion de l'école intermédiaire de Montague a été menée à bien au coût de 2,3 millions de dollars. L'expansion de 23 000 pieds carrés a permis d'ajouter un nouveau gymnase et des vestiaires, une salle polyvalente, une salle des arts technologiques, une aire d'administration, une salle d'économie domestique et un ascenseur.



Le premier ministre Pat Binns et deux élèves de l'école secondaire intermédiaire de Montague participent à la cérémonie d'inauguration des travaux d'adjonction à l'école.

- Également en novembre, le ministre de l'Éducation a annoncé un site proposé pour la construction de la nouvelle école de Fort Augustus. Le site proposé de 18 acres est situé à Donagh. Ces projets s'inscrivent dans le cadre de la phase un du plan d'aménagement d'installations permanentes, de 35 millions de dollars, du gouvernement visant les écoles de l'Î.-P.-É.

- En septembre 1999, tous les autobus de l'Île ont été munis de lumières jaunes clignotantes au coût de 150 000 dollars. Ces lumières ont contribué à accroître la sécurité de tous les écoliers de l'Île.

- Au mois de septembre 1999, nous avons organisé notre première Semaine de prévention de la violence verbale. Cette semaine a pour but de promouvoir l'utilisation de comportements sécuritaires et non violents dans les écoles et la communauté. On a déjà commencé à planifier une Semaine de prévention de la violence verbale pour 2000.

- La somme de 1 million de dollars sera investie dans du matériel informatique dans toutes les écoles secondaires de l'Î.-P.-É. Les écoles vont être dotées de nouveaux ordinateurs et de nouveau matériel informatique destiné aux laboratoires de réseaux informatiques haute vitesse. Chaque centre de ressources documentaires sera également doté d'un ordinateur multimédia.

- En mars 2000, le ministère de l'Éducation et la Commission scolaire de langue française ont annoncé un projet d'éducation en français langue première pour les élèves de Summerside. L'installation accueillera les élèves de la première à la sixième année de Summerside et servira en même temps de centre communautaire francophone pour la population de Summerside.

- Plus de 700 résidants adultes de l'Île ont suivi des programmes de recyclage dans l'ensemble de la province. Ces programmes ont été offerts grâce à un partenariat de financement entre le ministère de l'Éducation, le ministère du Développement, le ministère de la Santé et des Services sociaux ainsi que l'Entente sur le développement du marché du travail. Le programme enseigne aux adultes à lire, les aide à terminer leur 12e année et à effectuer leur préparation au test d'évaluation des connaissances générales.

- Dans le cadre du programme Éducation en milieu de travail Î.-P.-É., dirigé par le Secrétariat des initiatives d'alphabétisation du ministère de l'Éducation, on a travaillé avec 125 employés afin de mettre sur pied des programmes d'éducation en milieu de travail partout dans la province.

- En juin 1999, le ministre de l'Éducation a reçu le rapport du comité consultatif sur la transition des élèves des écoles secondaires du deuxième cycle. Un conseiller a été embauché afin de coordonner la mise en place d'un certain nombre de recommandations et d'un plan de travail pour faciliter la transition des élèves.

- Au début de 1999, les conseils scolaires, avec la collaboration du ministère de l'Éducation et des responsables de l'Entente sur le développement du marché du travail, ont engagé 50 enseignants pour une période de 13 semaines afin d'offrir une formation et un soutien aux enseignants de l'Île en matière d'intégration et d'utilisation des techniques de communication et d'information dans l'enseignement.

- Durant l'année scolaire 1999-2000, le nouveau programme élémentaire de français de base a été mis en place dans l'ensemble des classes de sixième année. Ce projet, lancé en 1994, a débuté par l'élaboration d'un programme d'études et d'un guide pédagogique incluant des résultats précis aux différents niveaux et une explication claire de la méthodologie recommandée pour l'enseignement du français de base à l'aide d'une approche expérentielle et communicative.

- De nouveaux programmes ont été mis à l'essai pour les programmes élémentaires en français langue première et en immersion. Des programmes d'études ont été établis et définissent clairement les résultats attendus des élèves. De nouvelles ressources ont été mises à l'essai sur le terrain dans le cadre de ces programmes. Ces programmes ont été mis sur pied, en partie, grâce à des initiatives régionales avec la Fondation d'éducation des provinces atlantiques.

- Les subventions de promotion de l'inclusion, offertes par le Ministère en collaboration avec l'Association for Community Living et Développement des ressources humaines Canada, a permis à 12 écoles de l'Île de concevoir, de mettre sur pied et d'évaluer des projets de recherche scolaires afin de favoriser l'inclusion.

- La Division des services aux élèves, créée en septembre 2000, a amorcé l'élaboration d'une politique générale sur les services aux élèves et d'un plan de mise en oeuvre en réponse au rapport de l'étude sur l'enseignement spécial (Review of Special Education Report) produit par Mackey & Associates, en 1998.

- Un programme de bourse de service communautaire a été annoncée dans le discours du Trône, en novembre 1999. Le programme, qui débutera en avril 2000, permettra aux étudiants de bénéficier de crédits pour frais de scolarité pour le travail bénévole effectué dans la communauté.

- Le gouvernement de l'Île-du-Prince-Édouard a annoncé trois initiatives d'investissement totalisant 2 millions de dollars pour les étudiants de niveau postsecondaire de l'Île. Une partie de ces fonds servira à créer des prix pour les étudiants de l'Î.-P.-É., tandis que le reste ira au Programme d'allégement des intérêts de l'Î.-P.-É. et au Centre étudiant de l'Université de l'Île-du-Prince-Édouard.

- Un nouveau bureau de prêts étudiants de l'Î.-P.-É. a ouvert ses portes sur le campus de l'Université de l'Île-du-Prince-Édouard en septembre 1999. Les étudiants de UPEI ont ainsi un meilleur accès aux divers programmes administrés par le bureau des prêts étudiants de la province.

- Le ministère de l'Éducation a signé une entente avec la Fondation canadienne des bourses d'études du millénaire en juillet 1999. Dans le cadre de cette entente, près de 1,3 million de dollars seront versés aux étudiants de l'Île, au cours des dix prochaines années, afin d'aider à réduire la dette étudiante et fournir une aide financière aux étudiants qui en ont le plus besoin.

- Sport Î.-P.-É. mènera une étude sur les installations sportives afin de déterminer les besoins en installations de l'Île si celle-ci veut être l'hôte d'événements sportifs de calibre régional, national et international. Le ministère de l'Éducation offre une aide financière à Sport Î.-P.-É. pour la réalisation de cette étude.

- En septembre 1999, le Recensement de 1841 a été affiché en ligne dans le site Web du Ministère. Cette initiative fait partie d'un projet à long terme visant à rendre disponible dans Internet plus d'information d'archives. Le recensement, maintenant disponible aux chercheurs partout dans le monde, a été versé en ligne dans le cadre du programme Collections numérisées du Rescol d'Industrie Canada.

- La circulation dans les bibliothèques et le nombre d'emprunteurs inscrits a augmenté de plus de 10 % alors que le nombre de livres et de ressources empruntés a atteint plus de 770 000. Il s'agit du plus haut niveau de circulation enregistré dans la province.

- En janvier 2000, la Fondation Bill and Melinda Gates a fait don de nouveau matériel informatique, d'une valeur de 254 166 $, et accru l'accès à Internet dans 11 bibliothèques de l'Île-du-Prince-Édouard. Comme suite au don de la Fondation Gates, Microsoft fera aussi un don de logiciels, d'une valeur au détail de 74 970 $, à toutes les bibliothèques qui ont reçu un ordinateur de la Fondation.

Les changements qui ont marqué la dernière année ont été à la fois excitants et stimulants pour le personnel du ministère de l'Éducation. À l'approche de la nouvelle année qui s'apprête à débuter, le personnel demeure ferme dans son engagement à bâtir un système d'éducation solide et à continuer à travailler avec les individus, les communautés et les partenaires pour les aider à apprécier le passé, à embrasser le présent et à façonner l'avenir.

Notre mission consiste à réaliser la vision du Ministère en jouant un rôle de premier plan dans la poursuite de l'excellence et en créant des possibilités d'apprentissage efficaces pour tous.

Pour de plus amples renseignements,
veuillez communiquer avec
Linda Lowther
directrice des Programmes en français
(902) 368 4477
ou par courrier électronique à l'adresse
lmlowthe@gov.pe.ca

Administration and Corporate Services

Mandate

The divisions and sections of Administration and Corporate Services Branch provide both internal and external services across the full spectrum of the department's mandate. These services include: general administration of the department; legislation; Minister's Directives; budget development and control; school board operations, including central payroll processing; evaluation; assessment; research and strategic planning; special projects involving federally funded initiatives; information technology systems and support services for both the department and the elementary and secondary school system; teachers' pension administration; teacher certification; human resource management; payroll and personnel. These services are delivered through the following divisions and sections:

Corporate Planning Division

Mandate

The Corporate Planning Division is responsible for providing guidance, advice and support to the department's branches, divisions and sections, primarily in the areas of:

- strategic planning processes, including developing and implementing a monitoring framework,
- student assessment,
- program evaluation,
- research and analysis,
- policy development processes,
- interdepartmental and intergovernmental affairs/issues, and
- special projects.

Division Restructuring

On September 1, 1999, the former Corporate Projects Division and Strategic Planning Division were restructured, resulting in responsibilities being reassigned to the Corporate Planning Division of the Administration and Corporate Services Branch and the Continuing Education and Training Division of the Public Education Branch. The activities under the new Corporate Planning Division will be recorded in this section.

Division Overview

Strategic planning is the process of developing strategies to achieve identified goals and resolve critical issues for the department and its clients. The corporate strategic plan provides a framework for decision-making for future programs and services. The process is ongoing and underlies all operations of the department. The strategic plan is client-focused and results-oriented. Accountability is the backbone of this plan.

The first steps in the development of the corporate strategic plan were to declare a vision and mission statement (see page 2 and 3 of this report).

Development and Implementation of a Departmental Monitoring Framework

The monitoring function is primarily aimed at improving or maintaining future performance. Monitoring is a process that has the objective of providing the Minister, Deputy Minister, senior management directors, managers and staff at all levels with regular reporting on key indicators of the department's performance.

The result areas are defined by the department's mission statement as well as the roles and responsibilities statements for the Deputy Minister, directors and section managers. The monitoring function is critical to the successful and ongoing strategic management of the Department of Education, as described in the 1999 Corporate Plan.

The primary purpose for monitoring performance is to facilitate the achievement of acceptable results in identified critical areas. To this end, it will enable managers and staff to conduct formative evaluations of programs and activities. Monitoring provides the feedback required to recognize successes in achieving results. It also provides information to recognize that change is required to attain the department, divisional or functional objectives/results.

The phases to be completed are:

- Measures: Identify, define and document the measures that will be used to monitor departmental, branch and divisional results.
  Examples: The Public Opinion Survey
  The Employee Satisfaction Survey

- A Monitoring Framework:
  Develop a monitoring framework for the department to ensure the monitoring of results on an ongoing basis through the department as part of the corporate culture and to integrate the monitoring of results within the strategic planning cycle.

Student Assessment

School Achievement Indicators Program (SAIP)

- SAIP is a Canadian program administered under the guidance of the Council of Ministers of Education, Canada (CMEC). Every province and territory in Canada participates in SAIP. The program assesses 13- and 16-year-old students in mathematics the first year, reading and writing in the second year and science in the third year of a three-year-cycle. SAIP is one of a number of national and international assessments in which PEI participates. Due to the fact that the province is small, over-sampling is required. This program provides a snapshot of how well our students are doing in comparison to other jurisdictions and to the Canadian average.

Program for International Student Assessment (PISA)

- PISA is a new international study involving 32 countries, including Canada. This assessment provides a measure of student performance for 15-year-olds in reading, mathematics and science. On PEI, approximately 2,000 students from 27 schools are involved in the study.

Youth in Transition Survey (YITS)

- YITS is a new Canadian survey administered at the same time as PISA. This survey will be conducted every two years with the same students to obtain data over many years. The survey aims to better understand the educational experiences of youth and their transition to the labour market. (In Canada, PISA and YITS are carried out through a partnership between the Council of Ministers of Education, Canada (CMEC), Human Resources Development Canada (HRDC), Statistics Canada and the Department of Education in each province.)

Private Schools

- There are currently three private schools (grades 1-12) on PEI. These schools, which range in student numbers from six to 200 students, must be inspected annually to ensure compliance with requirements as outlined by Executive Council.

Program Evaluation

Program evaluation is the systematic collection and analysis of information about program activities, characteristics and outcomes. It is used to make judgements about the program, to improve program effectiveness or for decision-making about future program design. Program evaluation focuses on a broad range of topics (accessibility, comprehensiveness, integration, cost, efficiency, effectiveness); and is designed for a variety of uses (management, accountability, planning).

Examples of program evaluation support provided on behalf of the department or within the department are as follows:

- A Formative Evaluation of the Canada/Prince Edward Island Labour Market Development Agreement
- Communication and Information Technology Mentor Project
- Accelerated Secondary Apprenticeship Program (ASAP) Pilot
- Literacy/Adult Basic Education Project
- Workplace Education PEI Project
- *Tough Challenges: Great Rewards, A Strategy for Literacy and Adult Education.*

Research and Analysis

Activities in this area include providing research and analytical support to the department's senior management team and to the divisions within the department. This includes trend analysis and statistical and demographic information. Examples of recent work in this area include:

- *Expectations and Outcomes: A Follow-up to the April 1998 Survey of PEI Grade 12 Students*
- *Encouraging Island Graduates to Return/Remain Home 1999 – Report #2*
- Atlantic Provinces Education Foundation (APEF) surveys (as required)
- Employee Satisfaction Survey
- Public Opinion Survey.

Interdepartmental and Intergovernmental Projects

Activities in this area include working closely with departments and agencies of the provincial government as well as with the federal government to facilitate partnerships which permit innovation in design and funding models for various projects. These activities may include project management. Examples of such projects include the following:

- Communication and Information Technology Mentor Project
- Senior High School Computer Labs Initiative
- Youth Employment Strategy (Protocol)
  - Summer Reading Program
  - Labour Market Information Outreach Worker
- Workplace Education PEI Project Funding Partnership with National Literacy Secretariat, Atlantic Canada Opportunities Agency and Human Resources Development Canada
- Literacy/Adult Basic Education accountability framework and funding model
- Communication and Information Technology Infrastructure Review.

Finance and School Board Operations Division

Mandate

The Finance and School Board Operations Division provides administrative and financial support services to the department and the public school system in compliance with legislation and established government and department policies. The division is responsible for budget development and control, accounting, purchasing, provision of school texts and learning materials, school board payroll support, teacher pensions, school facilities and Official Languages in Education programs. The division also provides support services and advice on matters of a financial or administrative nature to all other divisions and to school boards in carrying out their mandate.

Administration and Finance

This section of the division includes the operations of the Minister's and Deputy Minister's office. The section has responsibility for the development, control and the day-to-day administration of the department's budget including purchasing, payment processing and accounting.

The staff in this section also provide key support functions to the school system. The section is responsible for system administration and support for the school board payroll system which processes the payroll for approximately 2,500 staff province-wide. This section is closely involved in the planning and management of school construction, renovation and major repair projects, including the process of furnishing and equipping new schools. This section is also responsible for the staffing and funding program for school board operations and participates in the collective bargaining process for school board staff.

Provincial Learning Materials Distribution Centre (PLMDC)

This section of the division, located in the annex to the Holland College Royalty Centre building, serves as the warehouse and distribution network for authorized texts and learning materials for the school system.

Highlights

Budget Management

The following table shows the department's original budget for 1999-2000 along with the forecasted year-end expenditures. The table illustrates that the department expended $5,481,400 more than initially budgeted while collecting $3,670,700 more revenue than initially budgeted. The result is that the department missed its initial net budget target by $1,810,700 or approximately a one per cent variance.

Budget Areas	Original Budget 1999-2000	Forecast 1999-2000
Corporate Planning	$704,800	$704,800
Finance and School Board Operations	$128,425,200	$127,808,700
Public Education	$138,700	$138,700
English Programs	$2,608,500	$2,684,300
French Programs	$1,268,600	$1,268,600
Student Services	$1,879,600	$1,945,800
Continuing Education and Training	$37,253,400	$43,063,000
Provincial Libraries and Public Archives	$2,137,700	$2,114,800
Culture, Heritage, Recreation and Sport	$2,056,000	$2,225,200
PEI Museum and Heritage Foundation	$606,500	$606,500
Total Department	**$177,079,000**	**$182,560,400**
Revenue – All Sources	**$2,238,500**	**$5,909,200**
Net Department Budget	**$174,840,500**	**$176,651,200**
Other Budget Responsibility:		
Island Regulatory and Appeals Commission	$1,041,200	$1,041,200

Note: Original 1999-2000 budget has been re-stated to reflect departmental re-organization.

Education Minister Chester Gillan, centre, reviews plans for the new elementary school in West Royalty. From left are: Charlottetown Mayor George MacDonald, architect George Guimond, Minister Gillan, Development and Technology Minister and MLA for Winsloe-West Royalty Don MacKinnon and Eastern School District chair Robert Clow.

The majority of the additional expenditures occurring during the year were the result of the department securing additional external revenues to support specific spending initiatives. For example, the department was able to secure additional revenues to support the following initiatives at no additional net cost:

Initiative	Increased Expenditure Budget	Associated Revenue	Net Cost
School Net – federally funded initiative for enhancing competencies in use of Internet in the school system	$43,500	$43,500	0
Labour Market Development Agreement – federal funding for cost of training provided to employment insurance clients	$3,318,900	$3,318,900	0
Bill and Melinda Gates Foundation – library initiative funding for computer equipment	$254,200	$254,200	0
Federal funding for *College l'Acadie* under Official Languages in Education Agreement	$63,200	$63,200	0
Total	**$3,679,800**	**$3,679,800**	**0**

The additional departmental expenditures without accompanying revenue sources amounted to $1,801,600. The bulk of this additional expenditure related to a decision to fund the operating deficit of Holland College.

Texts and Materials

The following chart illustrates the investment made in texts and learning materials for the 1999-2000 fiscal year. These resources are distributed through the PLMDC. In reference to the following chart, "new authorizations" refer to a newly authorized curriculum resource. "Replacements" and "consumable" spending refer to ongoing replacement of worn or lost texts or consumable resources such as work books. "Pilots" refers to curriculum materials being tested or evaluated.

	1999-2000	1998-1999
New Authorizations	$256,300	$361,600
Replacements and Consumables	$597,000	$679,800
Pilots	$648,300	$230,700
French	$307,300	$179,900
Total	**$1,808,900**	**$1,452,000**

Also, during the past year the division, in particular the staff of PLMDC, began a project to replace the computerized inventory system which is more than 20 years old. The new system is expected to improve service delivery and the availability of timely information.

Negotiations

The division participates in and provides support to the collective bargaining process for instructional and non-instructional school board staff. During 1999-2000, the Education Negotiating Agency (ENA), established under the *School Act*, was involved in negotiations with non-instructional board staff represented by four local units of the Canadian Union of Public Employees (CUPE). In addition, negotiations were underway on the implementation of a classification study for the employees of the transportation group.

In January 2000, the ENA concluded an agreement with CUPE Local 3260 (representing teacher assistants and youth service workers). The agreement covers the period July 1, 1999, through June 30, 2001.

School Facilities

In 1998, the Minister of Education announced a multi-year capital construction and renovation plan amounting to a cost of more than $35 million.

The 1999-2000 year was the third year of the five-year plan. Six major projects were underway during the year. They included the following:

- Completion of landscaping and finishings to the new Athena school which opened in January 1999.
- Completion of a major expansion to Montague Intermediate School.

- Work on the addition to Bluefield High School was largely complete by March 2000.
- Planning had commenced for a new Fort Augustus School.
- Major renovation work was underway at Summerside Intermediate.

In addition to the major projects identified above, 22 schools had capital repair projects completed during the year.

School Board Year 2000 Preparations

The 1999-2000 year saw the successful culmination of the department's preparations for potential problems associated with the date change to the Year 2000. Staff of the division worked closely with school board staff and other government agencies to finalize Year 2000 preparations. Highlights for the year included creating an inventory of school board infrastructure which contained imbedded microchips. As a result of that process, a number of items were identified for replacement and work was successfully completed to ensure school facilities were fully functional for January 2000. The division also completed repair work on the school board payroll system in order to ensure it functioned properly. Contingency plans were finalized for unforeseen Year 2000 problems. The result of these efforts was a smooth transition to the Year 2000.

By September of 1999 all Island school buses were fitted with flashing amber lights. These lights improved the safety for Island children. Amendments to the *Highway Traffic Act* approving the new amber lights were approved on September 1, 1999.

Human Resources

The Human Resources section is responsible for overall human resources planning and development for the department. Over the past year, a number of positions that had been long-term temporary in nature were converted to permanent positions as part of a government-wide initiative. The department filled 21 permanent positions in this process.

An Employee Satisfaction Survey was initiated in July of 1999 to indicate the levels of staff satisfaction within the department and to identify areas for improvement. Sixty per cent of the staff participated in the annual voluntary on-line survey.

Results of the survey were released in September with six priority areas identified as follows: communication within the department, resources to do the job, performance appraisal and development, teamwork and cooperation, physical working environment and participation in decision-making and planning. An employee committee was struck to identify departmental human resource strategies designed to improve these priority areas. Targets for levels of employee satisfaction were set for the next five years.

Retiring employees, from left: Byron Cutcliffe, Minister of Education Chester Gillan, Eldon Rogerson, Don LeClair, Deputy Minister of Education Elaine Noonan and Tilmon Gallant.

A commitment was made by senior management within the department to ensure that performance development plans were completed for all employees within the year. All department employees received training in the use of performance development plans.

Systems and Technology Services

This section is responsible for the planning, delivery and management of information systems and technology in the department as well as technical support services to public schools, public libraries and board offices. Technical staff provide a centralized support service for: local area networks (LANs) at the department, school and school board office sites; all hardware and software at these sites; Internet connectivity and the wide-area network (WAN); the departmental Internet presence; department information systems and office automation projects.

During the past year, the department delivered 433 computers to schools and public libraries through the Computers for Schools and Libraries program. Although these computers are mostly older recycled 486s, they are configured and ready to go on the network when delivered to the schools. New computers were purchased for West Royalty Elementary School, Bluefield High School and Montague Intermediate School as part of their capital construction programs.

As a method of improving the quality of electronic communications available to clients, the department has made GroupWise, the government standard e-mail and scheduling package available to school administrative staff and teachers. Several schools in the province have adopted this software for administrative staff and teachers.

Network availability has improved as the section continues to establish and enforce standards for network configuration and wiring. In the last year, the department assisted in rewiring Westisle Composite High School and Colonel Gray Senior High School.

During the months leading up to the new millennium, staff engaged in an extensive exercise to prepare for any adverse effects of rolling over to the Year 2000. An inventory of all hardware, software and systems was created followed by a risk assessment.

Products were researched and systems tested for Year 2000 readiness. Remediation activities followed, provided the risk assessment warranted this action. Several software products were upgraded and operating systems patched, but no major hardware items or systems were replaced. School boards were briefed on the readiness of the technology in schools and board offices. Final preparations for the Year 2000 included business resumption planning and ensuring contingency plans were in place. The good news was that all hardware, software and systems in the education sector made a smooth transition into the Year 2000.

Communications

The communication officer is responsible for the planning, implementing and evaluating of a broad range of communications activities and programs for the department and for government. The communication officer also coordinates events and announcements related to department programs and initiatives.

The communication officer works with all divisions to ensure consistent information is communicated throughout the department. A variety of communications techniques are employed to ensure all educational stakeholders are informed of department initiatives, policies and services. Primary stakeholders include educators, administrators, parents, students, special interest groups and federal and provincial government departments and agencies.

The department is active in the promotion of the information highway as a communications tool. General information on all divisions is available on-line, as well as all news releases, links to school home pages, department newsletters and upcoming events. The communication officer sits on the 911 Public Relations Committee and helped coordinate the development of a 911 school video and curriculum material for grades 1-3. The communication officer also sits on the Knowledge Economy Partnership (KEP) communications working group. This group assists KEP through organizing announcements of various grants under KEP.

The department also provided *Island Focus*, government's community outreach program, with 24 segments throughout the year. These segments highlighted various achievements across all department divisions.

Registrar's Office

The Registrar's Office is responsible for administering Department of Education regulations governing teacher certification, preparing professional qualifications statements for Island-trained teachers seeking employment elsewhere and liaising with school boards and Holland College to ensure current certification and teaching service records are available for all instructional personnel. During the 1999-2000 year, certification and authorizations were issued for 343 teachers and 665 substitute teachers.

Teaching Certificates Issued (April 1 to March 31)

Type of Certificate	1999-2000
Interim Academic	261
Permanent Academic	73
Vocational	6
Vocational Letter of Authority	3

The Registrar's Office is also responsible for maintaining historic provincial examination results at Grade 8, 10 (Entrance), 11(Common Examining Board) and 12 (Common Examining Board and Atlantic Provinces Examining Board) levels and issuing appropriate transcripts and records of marks upon request.

In addition, the office coordinates a variety of other services such as federally funded Official Languages in Education Programs, the Interchange on Canadian Studies, the Encounters With Canada Program and teacher exchange programs.

Official Languages in Education Programs

The Summer Language Bursary Program is funded by the federal Department of Canadian Heritage, coordinated nationally by the Council of Ministers of Education, Canada, and administered provincially by the Department of Education. Through the program, 60 Island post-secondary students studied their second official language during a five-week summer immersion course. The courses are offered at more than 40 participating universities across Canada. Participating Island students each received a $1,600 bursary. The University of Prince Edward Island, this province's only participating institution, provided spaces for approximately 125 students from across Canada during the summer of 1999.

A parallel program for Island Francophone students, to enhance use and knowledge of their mother tongue and culture, was similarly administered and funded.

The part-time Monitor Program, under which four full-time, post-secondary students were employed locally, provided French-speaking students an opportunity to work part-time in the public schools as teacher aides in French classes for up to eight hours per week.

During 1999-2000, the full-time Monitor Program made 11 full-time French-speaking teacher aides available to public schools in this province. The Western School Board had four monitors, the Eastern School District had five monitors and *la Commission Scolaire langue française* had two monitors.

The federal Department of Canadian Heritage provided funding for the continuation of the *Bourses de déplacements* and the Official Languages Study Fellowship Program. The former assisted seven Island official minority language students in pursuing post-secondary studies in French outside the province. The latter provided 30 Island post-secondary students an opportunity for a full year of study at a Canadian French language university or college.

Interchange on Canadian Studies

Interchange on Canadian Studies (ICS) is a national organization that promotes the sharing of ideas and experiences between young Canadians, ages 15-17, through student conferences and travel exchanges. Prince Edward Island filled its quota of 10 student placements in 1999-2000. The interchange is held in a different province/territory each year. Interchange on Canadian Studies 1999 was hosted in Whitehouse, Yukon. The 2000 Interchange on Canadian Studies was held in Winnipeg, Manitoba, during the spring of 2000.

Encounters With Canada Program

Encounters With Canada is a program initiative of the Council for Canadian Unity. It offers secondary school students, aged 15-17, the opportunity to become acquainted with Canada's national capital while spending one week at the Terry Fox Canadian Youth Centre in Ottawa. Prince Edward Island has a quota of 100 student places of which all were filled in 1999-2000.

Pensions

This section provided administrative support services for the Teachers' Superannuation Fund including accounting, pension calculation and individual counselling. During the 1999-2000 fiscal year, 124 teachers were approved for pension.

Culture, Heritage, Recreation and Sport

Mandate

On September 1, 1999, activities and responsibilities of the divisions of Culture, Heritage, Recreation and Sport and Libraries and Archives were combined under the branch of Culture, Heritage, Recreation and Sport. The mission of the new branch is to provide leadership and services to residents of the province in the areas of information management, library services, historic preservation and documentation; to promote productive leisure-time activities and economic development in the cultural field; and to improve the quality of the health of Islanders through active living and through participation in sport and recreation activities. The branch supports the departmental mandate through the provision of services to school libraries and by acting as a liaison between government and provincial recreation and sport organizations

Branch Overview

The Culture, Heritage, Recreation and Sport Branch is organized into four sections: the Provincial Library Service, the Public Archives and Records Office (which includes recorded information management services for government), Culture and Heritage, and Recreation and Sport. Both the Provincial Library Service and the Public Archives and Records Office are created pursuant to legislation. Delivery of service in most areas is through local delivery by field officers and branch librarians.

Provincial Library Service

Library services on PEI are provided through partnerships with communities under the terms of the *Public Libraries Act*. Section 9 of that legislation requires a separate annual report to be tabled in the Legislature for the Provincial Library Service. That report contains additional information and statistics regarding library activities. Copies of the annual report are available from the Provincial Library Service and Island Information Service.

The activities of the Provincial Library Service support and contribute to the mission of the department to ensure high quality learning, educational, cultural and recreational programs and services to all Islanders in order to promote their social and economic participation to the fullest of their potential and to enhance their well-being and quality of life.

The service is responsible for the operation of the province-wide public library system and for the provision of technical support services for the public schools of the province. The legislation formalizes the partnership arrangements which have been the foundation of libraries since the establishment in 1933. The provincial government, through the Provincial Library Service, provides materials (including books, video and audio tapes, compact discs and other formats), branch library staff, management, planning, evaluation and technical service for the system. Communities have a role in delivering the service, which in most locations consists of providing and maintaining facilities in which the libraries are housed, as well as the purchase and maintenance of library equipment such as shelving and seating. In two school-housed public libraries, the partnership extends to the schools in which the libraries are located.

Provincial Library Service headquarters, which includes administration and technical services, is located in Morell. It manages the ordering, processing and cataloguing of materials for the public libraries and offers these services to the 66 schools in the province.

Services to the public are delivered through a number of locations. In Charlottetown, the Confederation Centre Public Library provides public services to a wide area centred in the city. Due to the size of its collection, it also serves as a central library resource for the whole province. As well, located in Charlottetown and administered through the Confederation Centre Public Library, are the Government Services Library, the central government documents facility and the Video Library which houses the video collection, a major resource for schools and teachers.

Owing to the number of branch libraries located in smaller communities, Prince Edward Island has one of the highest rates of library access in Canada. Few Islanders live more than 15 kilometres from a library. Libraries are located in Alberton, Tignish, O'Leary, Tyne Valley, Abram-Village (French collection), Summerside, Kensington, Borden-Carleton, Kinkora, Crapaud, Breadalbane, Hunter River, Cornwall, Charlottetown (French collection), Mount Stewart, Morell, St. Peter's Bay, Souris, Georgetown, Montague, Murray Harbour and Murray River.

The Provincial Library Service offers resources in French in a number of locations. The school-housed public libraries at Abram-Village and the *Carrefour de l'Île-Saint-Jean* are French libraries with limited English language resources. French materials are also found at a number of other libraries in communities with French-speaking residents or having French immersion school programs.

Highlights – Circulation

The highlight of the year has been the significant increase in the use of the province's libraries. Both circulation and the number of registered borrowers grew by more than 10 per cent and more than 770,000 items were borrowed during the period. This is the highest level of circulation in the history of the province. Part of this continuing success is due to the popularity of *AbbyCat*, the automated provincial library catalogue which allows access to the holdings of the entire provincial collection from computer terminals in libraries and from homes, schools, community access sites and other locations across the province and around the world.

Public Archives and Records Office

The Public Archives and Records Office (PARO) incorporates the historic records unit and the recorded information management unit. The Historic Records Program of the Public Archives and Records Office operates under the authority of the *Archives Act* as custodian of historically relevant records of the Government of Prince Edward Island. The agency also collects and processes records of individuals, companies, organizations, institutions and associations as they relate to the history of Prince Edward Island. The Recorded Information Management Program (RIM) is a service offered to all government departments and agencies. Its goal is to manage recorded information from its creation to final disposition in all record formats. A significant event has been the adoption of a government-wide Recorded Information Management Policy. This policy requires PEI government departments and agencies to recognize information as a valuable asset and to manage this resource effectively and in a cost-efficient manner.

Highlights – Historic Records

Public Service

During 1999-2000, the Public Archives continued to use the Internet as a way of communicating information about its activities and holdings to the public. The full text mounting of the 1841 Census on the Internet proved to be a popular initiative. In addition, the continued partnership with the PEI Genealogical Society resulted in indexes to both the 1891 and 1901 Census being available electronically on the archives Web sites. Researchers are now able to search all three databases using a single interface. The Public Archives continues to receive a very high proportion of its inquiries through electronic mail. Almost one-half of the year's nearly 1,000 inquiries came through this route. In addition, a number of electronic exhibitions were added to the archives Web site.

Most activity indicators increased over levels of previous years. With more than 6,700 research visits, the Public Archives and Records Office continues to be the busiest of all provincial archival institutions in Canada relative to population and to staffing levels. Family and community history continue to be the main subjects of research. There has been increased use of the facility by students during the reporting period.

The PARO contributed to the UPEI Public History course by providing a placement for a student who researched and mounted an exhibition on fox farming at the archives.

The proportion of registered researchers from Prince Edward Island rose slightly over previous years and the majority of those were from Charlottetown. About 25 per cent of the researchers came from the United States. Over the last few years, there has been a shift of researchers to the shoulder season periods. Despite a greater distribution of users throughout the year, the archives continues to experience standing-room only conditions during the summer.

Activity Measurement	1999-2000	1998-99	1997-98	1996-97	1995-96
Research visits	6,784	6,915	6,062	5,923	6,293
Written and phone inquiries answered	944	960	978	731	791
Photos reproduced	845	695	674	766	800
Reels of microfilm produced	11	22	18	42	28
Pages of documents photocopied for researchers (prior to 1998 includes all copying)	21,877	22,019	34,542	35,300	42,600

Holdings Management

Archives staff continued to address the goal of improvement in the management of the holdings of the institution thanks, in part, to the participation by the PARO in the Control of Holdings Cooperative Assistance Program of the Canadian Council of Archives, funded by the National Archives of Canada. In 1999-2000, the PARO used the cost-shared program to complete a finding aid for records of the three county courts of Prince Edward Island.

Additional grant funds from the Council of Canadian Archives enabled PARO to continue a long-term project of developing the PEI component of the Canadian Archival Information Network (CAIN). This initiative will provide researchers with access to information about archival holdings in archives across the country using a series of linked searchable databases.

This year saw the refining of search and reporting screens, the development of subject and name authorities and the addition of collection descriptions with more than 600 collections now entered, including a number from the Acadian Museum and the Garden of the Gulf Museum. The PARO continues to benefit from the cooperation of the Archival Council of New Brunswick and the Provincial Archives of New Brunswick in the provision of technical assistance and computer programming. It is anticipated that the PEI information will be uploaded to the national database in 2000.

During 1999-2000, PARO received 97 donations or acquisitions. Of these, 42 represented new collections while the balance was additions to existing holdings. Finding aids to most new material were prepared and revisions were made to improve finding aids for expanded holdings.

The range of new materials was broad and included the papers of Senator Orville Phillips, records relating to the legal office of Summerside lawyer Ernest Strong, records of the PEI Branch of the Canadian Ladies Golf Association and teachers' registers from a number of rural schools. Several published works relating to PEI families were added to the genealogical collection.

Microfilming decreased during the period owing to the unavailability of staff.

Recorded Information Management Program Highlights

The Recorded Information Management (RIM) Program continues to offer services to all government departments and agencies. Its goal is to manage recorded information from its creation to final disposition in all record formats. As well, the RIM program continues to develop RIM policy and procedures, to train and to provide off-site storage and retrieval services. It also provides advisory services in all aspects of the RIM program to all departments and agencies across PEI.

Departments involved in major RIM projects during the period covered by the report include Executive Council, Education, Fisheries and Tourism (Fisheries and Aquaculture Division), Technology and Environment (Environment Division) and Health and Social Services.

Records retention and disposition schedules were developed for the departments of Education, Community Services and Attorney General, Development, Executive Council, Transportation and Public Works, Health and Social Services and Year 2000 government records.

The major requirements of the RIM program are for departments to develop a RIM plan, to conduct an inventory of record holdings, to adopt a standard file classification system and to develop records retention and disposition schedules. The PARO monitors and helps with the implementation of all stages of this system. The following table shows the percentage of implementation of the RIM program in government departments.

Implementation of Recorded Information Management in the PEI Government Percentage Completed										
	Per cent of Implementation	**AF**	**DEV**	**EDU**	**TE**	**HSS**	**CS AG**	**PT**	**TPW**	**FT**
Planning	10%	8	2	9	8	6	3	1	10	6
Inventory	30%	22	5	30	25	12	10	12	28	15
Conversion	30%	22	12	29	24	10	0	0	28	15
Schedule	30%	3	5	3	15	5	10	11	28	5
Total	**100%**	**55%**	**24%**	**71%**	**72%**	**33%**	**23%**	**24%**	**94%**	**41%**

Provincial Records Centre

The Provincial Records Centre continues to provide low cost storage and retrieval services to all government departments. Twenty shipments of departmental records, totalling 813 boxes, were accessioned, labelled and shelved. The number of retrievals totalled 514.

Activity Measurements – Provincial Records Centre					
	1999-2000	**1998-99**	**1997-98**	**1996-97**	**1995-96**
Records destroyed by departments under authority (metres)	669	624	567	617	741
Number of file retrievals from records centre	541	316	250	945	287
Records transferred to records centre (metres)	264	483	166	273	108
Records sent for disposition from records centre (metres)	64	54	177	11	75
Records centre holdings as of 31 March (metres)	1649	1227	801	812	550
Space available at records centre (metres)	181	250	468	209	0
Occupancy at other sites (metres)	145	154	332	332	513

Training

Fourteen government employees participated in the three-day Recorded Information Management course offered by the staff of the Public Archives and Records Office. Five staff of the Department of Health and Social Services attended a half-day training program.

Year 2000 Documentation/Due Diligence/ Quality Assurance

One of the risk containment issues that was raised regarding the Year 2000 challenge was the need to demonstrate that the government acted appropriately in addressing the issue.

During the year, the Provincial Records Manager was seconded to the provincial government's Year 2000 Project.

All departments participated in a Due Diligence/Quality Assurance Readiness Assessment workshop. This process identified departments' readiness for all Year 2000 activities, their supporting documentation and sign-off documents for each activity and an overall sign off by the department for the Year 2000 Project.

Departments assigned personnel with the task of managing the documentation related to the Year 2000 challenge. Meetings were then held with each Year 2000 records manager to review RIM policies and procedures. A file classification system, records retention and disposition schedules and electronic record guidelines were developed, approved and distributed to all departments for their use.

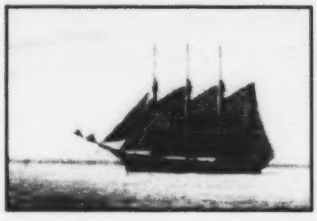
The Year 2000 records managers conducted an inventory of Year 2000 documentation throughout their departments, reported on the progress they were making and documented action plans for the management of these records into the Year 2000 and beyond. A central file classification system was developed for the Year 2000 Central Project Office and their records were converted to the new system. The Year 2000 due diligence issue helped government realize its responsibility in managing records on an orderly and effective manner.

Culture and Heritage

This section primarily focuses on the promotion of the arts and cultural industries, the protection of heritage resources and the support and promotion of museums. Programs include the Cultural Development Program, the Acadian Cultural Development Program and support to a number of groups including the Prince Edward Island Council of the Arts, Theatre PEI, regional arts councils and the Community Museums Association of PEI. The section provides activities and staff support relating to the *Heritage Place Protection Act*, the *Archaeological Sites Protection* Act and the *Museum Act*.

Highlights

Culture



The Provincial Art Bank Program was reactivated. Under the program, five works of Island artists were added to the provincial collection. Works were selected in cooperation with the Great Garden of the Gulf Juried Exhibition at the Confederation Centre. Art Bank works are displayed in government offices and meeting rooms used by the public.

The Cultural Development Program and the Acadian Cultural Development Program assisted a total of 151 cultural projects. In addition, the PEI Council of the Arts was able to provide assistance to 158 projects through funds from the provincial government.

Heritage

The 1999 Provincial Heritage Fair was held at Confederation Centre of the Arts with approximately 300 students exhibiting. Fifteen students were selected to represent PEI at the Charles R. Bronfman Foundation National Heritage Fair held in Edmonton, Alberta, in July 1999.

Departmental staff worked with the Tignish Bicentennial Committee to organize events celebrating 200 years of settlement in the Tignish area.

Draft regulations for the *Heritage Places Protection Act* were reviewed by various Cabinet subcommittees in preparation for their advancement to Executive Council.

Protocols were developed with the Department of Transportation and Public Works to include an examination of heritage resources as part of the public land review process.

Department staff and resources aided in the architectural recording, stabilization and transport of the historic Doucette House from Cymbria to South Rustico. This excellent example of an early Acadian home now sits adjacent to the Farmers' Bank.

Archaeology

Discussion took place with representatives from Nova Scotia and New Brunswick relating to the reactivation of the Maritime Council on Archaeological Cooperation (Council of Maritime Premiers). In the past, this body has examined issues of common interest and developed research projects.

As a part of the provincial environmental assessment process, archaeological surveys were undertaken at the Crowbush Resort and the Dover Recreation Facility project sites. In addition, an archaeological survey of the original John Stewart estate in Mt. Stewart was undertaken with departmental assistance by the Hillsborough River Association.

Following review and recommendations from the Archaeological Sites Advisory Board, work has begun on drafting a replacement for the present *Archaeological Sites Protection Act*.

Recreation and Sport

This section promotes and supports opportunities for individuals to participate in recreation and sport activities to the extent of their interest and ability. The section supports communities in providing broad-based recreational opportunities to their residents and supports educational activities and programs relating to the acquisition of leadership and technical skills in fitness and amateur sport. The section also plays a significant role in the support of the Canada Games and the Provincial Games, regional recreation and sport organizations and in the delivery of the National Coaching Certification Program. Sport in Prince Edward Island is guided by more than 40 constituted provincial sport organizations. The section provides these organizations with ongoing financial support as well as consultative services. A major concern of the section has been the relationship between participation in physical activity and the health levels of Islanders. During 1999-2000 several programs and initiatives were reviewed and modified to give a higher profile to this concern.

Highlights

Sport PEI will be conducting a Sport Facility Study to examine the facility requirements if Prince Edward Island is to successfully host regional, national and international sporting events. The Department of Education will be providing funding to Sport PEI for the study.

A contingent of 19 individuals, including athlete and member delegates, represented Prince Edward Island at the International Island Games in Gotland, Sweden.

Prince Edward Island was awarded the *Jeux de l'Acadie* 2001. A host society committee representative of the Evangeline region has been formed to ensure the success of the games to take place in June 2001.

The East Prince region hosted a very successful Provincial Summer Games in September. More than 800 young athletes participated in the events.

Successful Summer and Winter 55+ Provincial Games were held in Charlottetown and Montague respectively.

Preparation of teams for PEI participation in the 2001 Canada Games in London, Ontario, continued. Planning for winter sports activities for the 2003 Canada Games in New Brunswick got underway.

A Prince Edward Island Active Living Alliance was formed, bringing together more than 25 provincial organizations that have a common interest in improving the activity levels of Islanders. An outcome of this alliance is the development of an initiative called An Active Healthy Province.

Through the national *Go For Green Program*, the section was successful in acquiring a TRAILPAQ project designed to create an inventory of the trails across the province.

The Recreation 2000 Project was implemented in Kings County to provide recreation services to a number of communities not previously served by recreation professionals.

A pilot project designed to use recreation programs as a tool of youth intervention continues in Kensington in partnership with the Department of Community Services and Attorney General and the Town of Kensington.

Through the Community Recreation Support Program, the section provided support toward recreation leadership, arenas, projects and leadership development in communities across the province.

The section provided ongoing support to a number of provincial sport, recreation and active living organizations to enable them to carry out their particular mandates in the province.

The Sport Resource Centre at Robertson Library provides Island athletes and coaches with opportunities to access online resources, coaching software and other resource materials. Ken Bagnall, seated, CEO of the National Sport Centre-Atlantic Canada, demonstrated how to use the computer database during the centre's official opening in December 1999. Looking on, from left, are University of Prince Edward Island President H. Wade MacLauchlan and Education Minister Chester Gillan.

Public Education

Public Education – (September 1, 1999 to March 31, 2000)

As a result of the restructing of the Department of Education, Public Education is the branch which is responsible for the education continuum, which encompasses Grade 1 through to adult learning systems. It includes four divisions: Continuing Education and Training, English Programs, French Programs and Student Services. This branch is also responsible for the General Education Development (GED) Program and the Anaphylactic Shock Program.

Strategic Planning – (April 1, 1999 to August 31, 1999)

Prior to restructuring, the mandate of this division included strategic planning; policy development; legislation, regulations, research and Minister's Directives; consultation processes; liaison with regional and national educational organizations, the General Education Development Testing Program and inspection of private schools.

School Act

The School Act S.P.E.I. 1999, Cap. S-2.1 was amended by the repeal of Section 35.1 regarding the replacement of a vacant trustee position by appointment by the Lieutenant Governor in Council (assented to April 21, 1999).

School Act Regulations

Section 1 of the regulations pursuant to the *School Act* was amended in clause (1) (a) by the deletion of the words "Human Resources Management Services Inc." and the substitution of the words "HR Associates Inc." and by the addition of subsection (3):

> (3) HR Associates Inc. is the successor to Human Resource Management Services Inc. and all acts with respect to or on behalf of the agency by HR Associates Inc. are confirmed and ratified both before and after the coming into force of this regulation."

These regulations came into force on July 12, 1999.

Approved Minister's Directives

Policy is established under the *School Act* through Minister's Directives. The following directives were approved:

No. MD 99-04 School Councils
No. MD 99-05 Intermediate School Subject Time Allotments
No. MD 99-06 School Board Staffing and Funding Program for the 1999-2000 School Board Fiscal Year.
No. MD 99-07 Terms of Employment for Non-Instructional Substitutes
No. MD 99-08 Activation of Amber Lights on School Buses
No. MD 00-01 Terms of Conditions of Employment for Excluded Supervisory and Confidential Employees of School Boards
No. MD 00-02 School Calendar for the 2000-2001 School Year
No. MD 00-03 Terms of Employment for Youth Service Worker Substitutes

Proposed Minister's Directive

Proposed Minister's Directive on School Libraries and School Library Standards was sent to stakeholders for consultation.

General Education Development (GED) Program

A total of 411 candidates wrote GED tests and 388 achieved a Grade 12 equivalency certificate. The PEI pass rate was 94 per cent which ranks as one of the highest pass rates in Canada.

Each year the Atomic Energy of Canada Limited (AECL) provides a $1,000 scholarship to a successful GED applicant who wants to pursue a career in science, technology, engineering, trades or related fields of study. This scholarship is administered by the Department of Education.

Anaphylactic Shock Program

The *School Act* includes specific provisions with regards to the responsibilities of teachers and school staff where a student is injured or there is a medical emergency. The Department of Education initiated the Anaphylactic Shock Program to assist school personnel with the management of students who are at risk of anaphylactic shock, an allergic reaction which may be fatal. The department provides EpiPens® to schools with students who have been identified as being at risk of anaphylactic shock.

Continuing Education and Training Division

Mandate

The Continuing Education and Training Division improves and maintains high quality education and human development programs and services to students as lifelong learners and ensures that learners have access to post-secondary education.

Division Restructuring

On September 1, 1999, the Literacy Initiatives Secretariat responsibility was assigned to Continuing Education and Training Division from the Corporate Projects Division.

Post-Secondary Education

The responsibility of this unit includes providing post-secondary education advice; continuously improving the quality of academic programs and teachings; supporting prior-learning assessment recognition and credit transfer; providing for smooth transition between learning and working; and providing equitable and adequate access to learning opportunities. This section is also responsible for providing funding advice in support of the Island's post-secondary institutions, and working with the Maritime Provinces Higher Education Commission (MPHEC) in developing and administering funding transfers among provinces for regional programs.

In February 2000, the Government of Prince Edward Island announced three new post-secondary initiatives valued at $2 million – Island Student Awards program, $1 million toward the construction of a new student union centre at the University of Prince Edward Island and an expanded provincial Interest Relief Program for Islanders with student loans. From left are Deputy Minister of Education Elaine Noonan, Premier Pat Binns, Education Minister Chester Gillan, Acting UPEI President Dr. Tim Oglive and Ed Lawlor, Chair of the Board of Governors at Holland College.

Additional responsibility includes liaison with and participating in regional and national initiatives with the University of Prince Edward Island (UPEI), the Atlantic Veterinary College, Holland College, the Francophone Learning Centre, *Société Éducative* and *le Collège de l'Acadie*, the Maritime Provinces Higher Education Commission (MPHEC), the Atlantic Community Colleges Consortium (ACCC) and the Council of Ministers of Education, Canada (CMEC).

Private Training Schools

This unit administers the *Private Training Schools Act*, the law under which private post-secondary career-training schools are registered and regulated. This includes approving programs and registering instructors in private school training schools. The purpose is to ensure that all registered schools provide industry-acceptable preparation for employment and protect students against stranding due to several types of failure on the part of the school.

Typical private training programs include hairdressing, truck driving, flying, computer technologies, computer programming, network administration, computer applications support, office skills and administrative support, accounting, business practices, travel and tourism, counselling, resident care worker, home health aide, construction specialties and safety, and teaching English as a second language.

Apprenticeship Training

This section is responsible for administering the *Apprenticeship and Trades Qualification Act* and regulations; ensuring tradespeople and apprentices have access to certification in apprenticeable trades; providing in-school training opportunities for apprentices; and developing curriculum standards for in-school training and modular examinations to support in-school technical training. This section is also responsible for maintaining the apprentice and trade qualification information system; promoting appenticeable trades careers through job site visits, school visits and career days and pre-apprentice classes at Holland College; providing youth apprenticeship opportunities for senior high youth interested in trades careers and developing long-term plans for apprenticeship training to help develop a skilled workforce in apprenticeable trades.

Literacy Initiatives Secretariat

The Literacy Initiatives Secretariat was created in 1999-2000 to facilitate the continued implementation of an adult literacy/education system which is responsive to the needs as identified by learners, adult educators and the community. The primary duties of the Literacy Initiatives Secretariat are as follows:

January 27, 2000, was Family Literacy Day on PEI. Education Minister Chester Gillan met with Carol O'Brien and her three daughters: Nicole, Jennifer and Theresa, to celebrate the day.

- to ensure adult literacy education opportunities are accessible and affordable to all adult learners in Prince Edward Island through the implementation of *Tough Challenges: Great Rewards – A Strategy for Adult Literacy/Education,* (1996-revised 1998);
- to formalize the partnerships required for a successful adult literacy/education system;
- to establish a structured adult literacy/education system. The leadership and coordination of the partners will be clearly defined;
- to develop a funding model which ensures a continuum of adult literacy/education programs, in conjunction with federal government departments and other partners;
- to ensure a full range of programs is available and responsive to the needs of all adult learners;
- to develop a process for adult educator certification that will be adopted by government and recognized provincially, in conjunction with the University of Prince Edward Island, Holland College and the PEI Association for Adult Education;
- to facilitate a continuum of learning in a community learning environment as part of an adult learning system; and
- to establish and monitor standards and a process for the evaluation of adult literacy/education programs.

Student Financial Services

This section is responsible for administering loan and grant programs to learners, on a needs-tested basis, who wish to access post-secondary study and training. The section administers the PEI Student Loan Program and Debt Reduction Grant. On behalf of the Government of Canada, the section also administers the Canada Student Loan Program, Canada Study Grants and the Interest Relief Program.

Highlights

Post-Secondary Education

Encouraging Island Graduates to Return/ Remain Home Project

The goals of this project are to continue the tracking of the PEI undergraduates and to help decision-makers be more responsive to the needs of high school students in preparation for transitions from secondary education to either post-secondary education or to the world of work.

- *Expectations and Outcomes: A Follow-up to the April 1998 Survey of PEI Grade 12 Students* was published and distributed to a large number of education stakeholders.

  This report contains a description and analysis of the data gathered in the survey of Grade 12 graduates of PEI high schools conducted in November 1999. The research follows a cohort of 520 high school graduates identified from the 1988 in-class survey. The research is unique as it is the first time a cohort of Grade 12 students in PEI was surveyed before graduation and again 17 months after they graduated. It is also significant that it is one of a small number of similar projects conducted nationally.

- *Encouraging Island Graduates to Return/Remain Home 1999-Report 2* was published and distributed to a large number of education stakeholders.

  This report is a statistical description of the survey results compiled of Grade 12 PEI high school students in May 1999. The survey examined course selections, future education plans of the Grade 12 students, their attitudes and expectations about career choices and participation in the labour force.

- *Encouraging Island Graduates to Return/Remain Home 2000*: Year 2000 Grade 12 students will be requested to respond to a similar survey which will be distributed to high schools in May 2000. The database will be created during the summer months and analyzed in the fall for the publication of Report 3.

Public Expectations of Post-Secondary Education (Council of Ministers of Education, Canada)

The ministers responsible for post-secondary education endorsed the policy statement: Public Expectations of Post-Secondary Education in 1999. In this statement, the ministers, on behalf of the public, articulated expectations that describe what Canadians can expect from the post-secondary education sector in six key areas: Quality, Accessibility, Mobility, Relevance and Responsiveness, Research and Scholarship and Accountability. Both governments and institutions have a role to play in meeting these expectations, as both are accountable to the public.

The agreement on a Pan-Canadian set of public expectations provides the Department of Education with a useful basis upon which it can address the critical funding and policy issues of today and tomorrow. The Pan-Canadian public expectations are being used by the department as it formulates and implements policy and budgetary decisions relating to post-secondary education.

Regional Work with the Maritime Provinces Higher Education Commission

The division works closely with the Maritime Provinces Higher Education Commission (MPHEC) which has responsibility for some significant aspects of the maritimes provinces' university system.

The four principal functions of the MPHEC are quality assurance, data and information collection, stimulating cooperative action and administration of regional programs.

Quality Assurance: The MPHEC will undertake measures intended to provide continuous improvement in the quality of academic programs and teaching.

Data and Information: Data and information will be collected by the MPHEC to ensure public accountability of the post-secondary institutions under its jurisdiction.

Stimulating Cooperative Action: To improve efficiency and effectiveness of the post-secondary system, the MPHEC will promote cooperation between institutions and government. This includes the offering of joint regional programs with common services arrangements which results in reduced costs to students and governments.

Administration of Regional Programs: The MPHEC will continue to develop and administer funding transfers among the provinces for regional programs and may develop and administer funding arrangements for programs outside the region as required to provide additional opportunities for students.

Over the past year, the MPHEC has consulted with universities about a process for ensuring the ongoing quality of programs that the universities are offering. This new approach will call on the MPHEC to review the procedures that universities have in place for the periodic evaluation of their programs and the outcomes of those evaluations.

Quality Assurance and Enrolment Growth

The University of Prince Edward Island, along with its Nova Scotia and New Brunswick university counterparts, is required to submit new programs or programs that are being changed substantially, for review and approval by the MPHEC. This review ensures that the proposed program is academically sound, that the university has the necessary resources to offer the program (for example, faculty, library resources, laboratory specialized facilities and equipment) and that there is no unnecessary duplication within or among the provinces.

Atlantic Community Colleges Consortium

The Continuing Education and Training Division and Holland College are participating in the Atlantic Community College Consortium. This is a second year of a pilot initiative of the Council of Maritime Premiers, with equal membership from the college system and from the government.

The goals of the consortium are to enhance the quality and cost-effectiveness of the community college systems of the four Atlantic provinces through the pursuit of various initiatives.

Community Service Bursary Program

The province announced the Community Service Bursary Program (beginning April 1, 2000) for Island students in Grades 11 and 12 who are planning to attend any post-secondary institution. Students are eligible for a tuition credit of up to $500. Credits are calculated at the rate of $5 per hour for each hour of volunteer work to a maximum of 100 hours (minimum of 30 hours or $150). The tuition credit is valid for up to one year after graduation from high school.

Student Centre at UPEI

The Government of PEI announced funding of $1 million toward a new student centre project at UPEI. The investment recognizes the importance of having a community centre on campus that will benefit students, faculty, staff and visitors. It will also help the university recruit and retain students.

Literacy Initiatives Secretariat

Literacy and ABE

Canada and the Province of Prince Edward Island, renewed its agreement with the PEI Institute of Adult and Community Education (PEIIACE), an affiliate of Holland College, to administer, manage and deliver the Literacy and Adult Basic Education program to adult Islanders. As a result of the agreement, more than 600 adult learners participated in programs province-wide. Any adult Islander who is at least 18 years of age and out of school for one year may participate, without charge, in literacy programs, high school credits for the PEI High School Graduation Certificate or GED preparation.

Standards and Evaluation

Standards and evaluation continue to be essential aspects of the Literacy/Adult Basic Education Program. In March 2000, a second evaluation was administered using the 1998-1999 evaluation as a benchmark.

Workplace Education Literacy Initiative

Programs in various small businesses and with a trade union have continued with great success. During 1999, the Workplace Education PEI Model was evaluated. The results were extremely encouraging. This model provides learning opportunities for employed workers at their work sites. On International Literacy Day, September 8, 1999, the West Royalty Workplace Education Centre was officially opened. This is the first centre of its kind in Canada. Employees in businesses located at West Royalty Industrial Park attend literacy classes that are specifically related to their jobs. On that same day, the Workplace Education PEI video was officially launched. The video will be used to raise awareness of benefits related to Workplace Education PEI programs.

Tough Challenges: Great Rewards

In September 1999, original committee members, along with new members, met to chart a plan for future literacy activities. The committee reviewed the completion of the original objectives and reconfirmed its commitment to the original goals of the *Tough Challenges: Great Rewards A Strategy for Adult Literacy/ Education.*

Laubach Literacy of Canada – PEI (LLC-PEI)

The Department of Education provides base funding to LLC-PEI for the provision of volunteer-tutor literacy training for adult Islanders.

Provincial Literacy Initiatives Committee

Federal and provincial funding is available for the purpose of developing literacy programs, resources and public awareness activities. A committee consisting of both federal and provincial representatives, a volunteer literacy organization, the francophone community and a family literacy representative reviews literacy project proposals and advises the federal government on the findings of the committee.

Private Training Schools

During the report year, there were five de-registrations (where schools closed or their training was determined to be exempt) and one new registration. At year-end there were 21 registered schools. Approximately 2,500 students enrolled with the registered schools (including two off-Island correspondence schools).

Drafting of regulations continued to be refined and a design was made for an insurance fund to cushion students in case of a school's collapse.

Considerable work was undertaken to develop systems for exemption, registration, renewal, monitoring and investigating practices.

The Private Training Schools Advisory Committee met seven times during the report year.

Student Financial Services

Lender Negotiations

Student Financial Services negotiated one-year lender agreements with CIBC, National Bank and the Credit Unions of PEI (to expire on July 31, 2000). During the year, discussions continued with lenders to finalize longer term contracts.

Canadian Millennium Scholarship Foundation

The province entered into a 10-year agreement with the Canada Millennium Scholarship Foundation. Student Financial Services will be administering the Canada Millennium Scholarship Foundation's Bursary Program. Approximately 440 bursaries will be distributed to post-secondary students in PEI. Awards are non-repayable and will be given to students with high financial need, with the largest awards going to students with the greatest financial need. The awards will range from $2,000 to $4,000. No application is required as students will be considered for the award when they apply for PEI Student Financial Assistance. Total value of bursaries is $1.3 million.

Island Student Awards

The Island Student Awards program was announced in February 2000. Approximately 800 Island students studying full-time and entering their third and fourth year of study at UPEI and approximately 400 students entering their second year of a two-year program at Holland College and approxi-mately 15 students at *College de l'Acadie* will each receive $600 to help pay for tuition or other related educational costs. No application is required as the institution will identify qualified students and provide this information to Student Financial Services. The award program will begin in 2000-2001 and continue for the next 10 years as part of the province's participation in the Canada Millennium Scholarship Foundation Program.

Provincial Student Interest Relief Program

Beginning April 1, 2000, the province, as part of the PEI Student Loan Program, will offer a new interest relief program, similar to the federal interest relief program available under the Canada Student Loan Program. Under the new program, Island students with low or no income will be eligible to have the province pay the interest on their student loans for an agreed-upon period of time. The program is intended to help alleviate some of the financial stresses students face when they are unemployed or underemployed.

Apprenticeship Training

Youth Apprenticeship – Accelerated Secondary Apprenticeship Program (ASAP)

The new youth apprenticeship initiative, Accelerated Secondary Apprenticeship Program, was set to launch the first summer of training opportunities for career-focused high school students across the Island. Matches were made in various trade areas in communities across Prince Edward Island. Youth apprentices work with trades employers to develop skills to gain credit for hours toward the standard apprenticeship program upon successful graduation from high school.

Promotion of ASAP at the high school level will continue in the fall of 2000 with the addition of trades related extra-curricular course work and additional training opportunities for youth apprentices.

Interprovincial Red Seal Program

The Apprenticeship section participates in the Red Seal Program. This is an industry-driven certification program recognized by all provinces in Canada and administered by the Canadian Council of Directors of Apprenticeship.

The section also maintains records for trade qualification holders and provides certification opportunities for trade practitioners and completed apprentices.

Provincial Apprenticeship Board

The Provincial Apprenticeship Board advises the Minister of Education on all aspects of apprenticeship training and recommends policies that will improve the competitiveness of PEI employers and employees by ensuring a well-trained and skilled technical workforce.

The board recommends to the Minister of Education the registration of new trades in PEI and is responsible for the approval of plans for apprenticeship training before training can be put in place. The board is considered to be the link between government, business and industry.

Apprentice Mobility

Prince Edward Island worked with its Atlantic counterparts to produce apprenticeship common curriculum standards and common logbooks to promote apprentice mobility and reduce development costs for individual jurisdictions.

Apprentice Awards Night

On April 19, 1999, the Apprenticeship section held its annual recognition ceremonies and honoured 41 apprentices in 12 different trades.

Education Minister Chester Gillan joins apprentices at their annual Apprenticeship Recognition Night.

Apprentices who reached particularly high standards in their training were recognized with prizes from Island businesses as well as special certificates from the Apprenticeship section.

PEI Community Schools

The Department of Education provided funding to assist the PEI Association of Community Schools deliver its community-driven programs.

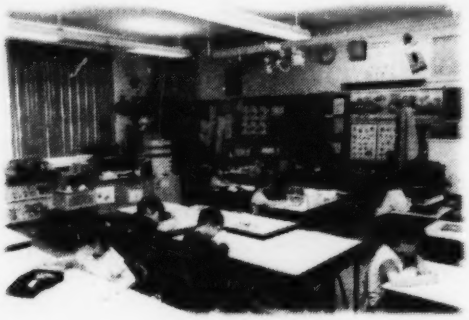
Thirty-one schools from across PEI offered community school programs and approximately 700 volunteers planned, organized and delivered these programs to more than 3,000 students.

In preparation for the 35th anniversary of the PEI Association of Community Schools, which will occur in the fall of 2000, application was made to the PEI Millennium Celebration Committee. A grant of $2,000 was received to compile a book that will include stories of community school happenings over the past 35 years. The Department of Education will cover the printing costs of this project.

English Programs Division

Mandate

The English Programs Division is responsible for providing quality English language curriculum and curriculum support services to teachers and students from Grade 1 to Grade 12 in the schools of the province. The division provides leadership, coordination and support in the development and maintenance of quality learning programs and courses and resources for the Prince Edward Island school system.



Division Restructuring

On September 1, 1999, the former division of English Programs and Services was divided into two separate divisions called English Programs and Student Services. The activities and areas of responsibility now under the new English Programs division will be recorded in this section while the activities and areas of responsibility now under the new Student Services division will be reported separately.

Division Overview

Primary responsibilities of the division include:

- Curriculum Development: Staff are involved in developing outcomes-based curriculum at the provincial, regional and, in some instances, the national level. The four Atlantic provinces are committed to the development and implementation of a common core curriculum in language arts, science, mathematics and social studies. Foundation documents have also been drafted for validation for technology and arts education.

- Curriculum Implementation: Before new curriculum is implemented, the division engages teacher committees/work groups to review or help develop curriculum which is then field tested, revised and, only then, implemented. A minimum of two full days of in-service is provided for all teachers who are teaching revised or new curriculum.

- Curriculum Support Services for Teachers: Staff are actively involved in researching new resources and in providing in-service sessions, consultations and advice for how to best deliver an effective curriculum.

The division is also involved with numerous initiatives which are designed to enhance and enrich the delivery of the regular curriculum and to provide opportunities for teacher leadership training, optional summer institutes for teachers, better communication with school administrators and support for student extra-curricular activities whether through sports, the arts or technology. Support for resource-based learning and the Reading Recovery™ program are also responsibilities of the division.

New Area of Responsibility

School Safety: An area of increasing concern is that of the physical safety and comfort of students and staff in the public school system. A school safety consultant has been employed and will work closely with schools and school boards in order to provide advice on safety issues, assist school safety committees to become operational and to serve as a liaison with provincial occupational health and safety personnel on school safety training and concerns. In addition, training on the Workplace Hazardous Materials Information system (WHMIS) and first aid will be addressed.

Highlights

Regional Initiatives: Prince Edward Island continues to work closely with the four Atlantic provinces in curriculum related areas through the Atlantic Provinces Education Foundation (APEF).

- Foundation documents have been drafted for validation in technology education as well as arts education (dance, drama, music and the visual arts).
- Work is well underway in developing curriculum guides for Grade 1 to Grade 9 social studies. Prince Edward Island is the lead province for Grade 1 to Grade 3 in this initiative.
- Grades 7-10 science curriculum guides have been revised to reflect Pan-Canadian science outcomes.

- Senior high school physics, biology and chemistry curriculum guides are currently being revised to reflect Pan-Canadian science outcomes.
- A survey is being developed to measure the effectiveness of the implementation of the new English language arts curriculum and to identify areas that need more supports or change.
- An initiative to examine ways to address needs in the area of early literacy of students is being undertaken.

Pan-Canadian Initiatives

Work continues to align the Prince Edward Island/APEF science curriculum with the Pan-Canadian science outcomes.

- The Canadian Foundation for Economics Education is developing two consumer economics courses that could be used at the senior high school level.
- The Department of Education, through the Provincial Library Service, is a fully subscribed member of CANCOPY, allowing our educators to photocopy certain segments of print material for classroom usage.
- Discussion and lobbying continues at the national level in the areas of television and digital copying rights.

Provincial Curriculum Development

During the year, the division provided leadership in several curriculum development projects. These included:

- a mentoring project in language arts for Grade 6 teachers;
- a compilation of resources to meet the needs of grades 4-6 students who were struggling with reading;
- training for Grade 1 teachers in the Observation Survey of Early Literacy Achievement;
- the development of an integrated theme at the Grade 3 level entitled Plants and Us;
- a review of resources for grades 1-6 health;
- a review of elementary physical education curriculum;
- collections of effective labs are being put together for senior high school science teachers;
- resources are being updated for accounting courses;
- new resources were field tested for grades 11 and 12 English language arts; and
- "maintenance" meetings were held with teachers at various levels and curriculum areas in order to assess the state of curriculum in these areas.

New Authorizations

During the 1999-2000 school year, the following programs were implemented or completed:

- grades 7-9 English language arts,
- elementary core French program,
- Grade 9 speller program,
- Grade 10 English language arts,
- elementary visual arts, and
- Grade 7 mathematics.

Field Test/Pilot Programs

During the 1999-2000 school year, the following programs were field tested or piloted:

- elementary music,
- grades 1-3 mathematics,
- grades 4-6 mathematics,
- Grade 8 mathematics,
- Grade 10 mathematics,
- grades 7-8 speller,
- Grade 11 English language arts, and
- fitness program.

Local Pilot Programs

Upon application to the appropriate standing committee, schools may submit requests to develop and offer a local program that meets a unique need of students in the school and which is not available as provincial curriculum. During the 1999-2000 school year, local pilot offerings included:

- Real Life Applications, Montague Senior High School;
- A Grade 10 Integration Program at Kensington Intermediate/Senior High School;
- Plans are underway to develop a Canadian Tourism and Travel program as well as an Agriculture Certificate program at Kensington Intermediate Senior High School;
- Work on developing an Agriculture Certificate program began at Kinkora Regional High School;
- Vernon River Consolidated School began an applied technology course in cooperation with Montague Intermediate School; and
- Kinkora Regional High School offered an Industrial Arts course in cooperation with Amherst Cove School.

Curriculum/Cultural Support Activities

The following were some of the activities carried out with support from the English Programs Division in order to provide enhanced learning opportunities for students:

- Arts to Schools program,
- David Morris speaking tour (high schools),
- Honours band program,
- Band Days,
- PEI School Athletic Association activities,
- Science Fair,
- Storytelling Festival (September), and
- *Rowboat in the Attic* production presentation.

Information/Communications Initiatives

- A School Administrators Handbook was developed and distributed to all schools at the beginning of the 1999-2000 school year.
- An elementary newsletter was distributed throughout the year.
- A physics Web site has been created.
- A PEI School Athletic Association Web site has been created.

- A network committee structure was developed to help keep educators informed about curriculum and related issues.

Reading Recovery™

Reading Recovery™ is an early, short-term intervention strategy for six-year-old children who are having difficulty learning to read and write. This program was introduced to Prince Edward Island in 1998; and during the 1999-2000 school year, 16 more schools have been added to this program. It is anticipated that the program will be available in all elementary schools by the 2000-2001 school year.

Information Literacy/Resource-Based Learning

During the 1999-2000 school year, a School Library Handbook was compiled. A Web-based document entitled Building Information Literacy (BIL) is nearing completion. In addition, the Provincial Library Committee has provided input for a draft copy of Standards for PEI School Libraries which has been circulated in concert with a Minister's Directive on School Libraries.

Senior High School Transitions

In June of 1999, the Minister of Education accepted the Senior High School Transitions Response Report and work on its recommendations began.

- A Transitions Consultant has been hired to coordinate implementation of the recommendations.
- A Transitions Committee of department heads from each senior high school has been put in place to help enact the recommendations in the report.
- Teacher committees began to review and develop Transitions curriculum in the areas of science, mathematics, social studies and language arts.
- A proposal for an early apprenticeship program was received.
- Exploratory work on life skills and related areas began.

Information Technology Integration and Support

- A formal external study of the many educational aspects of communication and information technology was completed and presented to the Minister of Education.
- The document entitled *Journey On* is a working guide that provides educators with a reference for integrating communication and information technologies (CIT) into the Prince Edward Island school curriculum.
- The work on the grades 1-3 guide is complete and the grades 4-12 guides will be ready for September 2000.
- Grass Roots Projects: There were 60 school-based projects approved by Industry Canada for Prince Edward Island. Each approved school project received awards of $300 to $600 in value. PEI has the highest per capita of schools with Web sites as well as the highest rate of student participation in Web site development in Canada.
- Mentoring Programs: In early 1999, the school boards, with assistance from the Department of Education and the Labour Market Development Agreement, hired 50 teachers for 13 weeks to assist in training and support for Island teachers in the integration and use of communication and information technologies (CIT) in their teaching. The program was very successful; and in the spring of 2000, the school boards hired an additional 25 teachers for 13 weeks to work with teachers in elementary schools.
- Summer Institute: During the summer of 1999, more than 100 teachers attended CIT workshops. More workshops are planned for the summer of 2000.

Professional Development Leadership Programs

Under the Workforce Renewal Plan, $100,000 has been allocated to be spent over a two-year period ending March 31, 2001, to help develop future education leaders. A provincial professional development committee is responsible for the new programs. Initiatives undertaken under this program to date are:

- New Principal Induction Program which is based on a mentoring model (12 new principals and 12 mentors are involved),
- Leadership Seminar Series: Creating the Future: Educational Leadership for Tomorrow's Schools (40 participants enrolled), and
- The Saskatchewan Module, The School-Based Administrator: Working With People (73 applied; 23 were accommodated this year).

These programs will continue during the 2000-2001 school year. In addition to the above, the Leader 1-2-3 Program was also offered to administrators. The University of Prince Edward Island began its new Masters of Education Program and support was provided for teachers and teacher-leaders to attend summer institutes.

French Programs Division

Mandate

The mandate of the French Programs Division is to develop, implement, evaluate and support high quality curriculum, programs and services to meet the needs of students in the public school system of PEI and to provide opportunities for French language acquisition. These opportunities contribute to the global development of children so that they may take a meaningful place in society.

Division Overview

The division provides programs to three sectors of the educational system: French as a First Language, French immersion and Core French.

French as a First Language

French school governance in PEI is provided by a provincial school board, *la Commission scolaire de langue française*. Its principal clientele consists of students whose mother tongue is French and for whom French programs are provided by the division. Programs are developed and implemented from grades 1 to 12 in all subject areas and delivered in two school locations: *École Évangéline* in Abram-Village and *École François-Buote* in Charlottetown.

French Immersion

French immersion programs are school programs where instruction is provided in French in various subject areas and whose target population is non-francophone students. There are two authorized immersion programs in the province: Early immersion beginning at the Grade 1 level and Late immersion at the Grade 7 level. These programs are offered in a number of schools across the province. There is also a local Middle immersion program offered in one school by the Eastern School District which begins at the Grade 4 level. Enrolments in French immersion programs have reached 14 per cent of total eligible students placing PEI near the top in Canadian per capita enrolment in French immersion programs.

Core French

Schools in the two English school boards offer instruction in French as a subject beginning at the Grade 4 level and on the basis of a period of instruction per day. This is the most widely attended French program and provides an opportunity for students to learn Canada's other official language.

Highlights

The division has identified five objectives to strive for in fulfilling its mandate:

- to improve in-service, as well as other professional development, for educators;
- to improve employee satisfaction;
- to improve curriculum programs and services;
- to improve working relationships with all internal and external partners; and
- to improve resources to support learning and teaching strategies.

To this end, the following initiatives were put into place:

Pan-Canadian Initiatives

Following the completion of a Pan-Canadian comparability study in French language arts for French first language, the Council of Ministers of Education, Canada decided to cooperate in the development of future projects to better serve the needs of francophone students across the country. The division is participating in this initiative. Projects designed to improve student achievement and available resources will be defined over the course of the next year.

Language Arts

New programs are, and continue to be, piloted for the elementary programs in French first language and in immersion. Curriculum guides have been developed which clearly define learning outcomes expected from students. New resources are also being field tested in this process. These programs were partially completed through regional initiatives with the Atlantic Provinces Education Foundation.

Both intermediate and senior high teachers in immersion were provided with new reference materials for their classrooms. A series of workshops conducted in the winter also helped them identify new grammar resources to be used with their students next September.

Core French

During the school year 1999-2000, the new elementary core French program finished implementation at the Grade 6 level. This project, initiated in 1994, started with the development of a *Program of Studies and Teacher's Guide* which includes, for the first time, specific student outcomes at the various levels and a clear explanation of the methodology recommended for teaching core French using the communicative-experiential approach. This methodology is now used continuously from Grade 4 to Grade 12. The material, Acti-Vie, was chosen as the main resource and over the past four years it has been piloted and implemented from grades 4-6. Reaction to the new program has been very positive from teachers, students and parents regarding motivation to learn a second language and what the students are able to do in French.

Health and Family Life

French immersion and French first-language teachers worked on improving the health and family life program at the intermediate level. New resources were selected and will be piloted in the coming year. Much emphasis is being placed on life skills, conflict resolution and decision making skills.

Mathematics

New learning outcomes and accompanying resources have been tested at the Grade 10 and 11 levels. This new approach is based on problem solving and using mathematics in real context situations.

Social Studies

A new program for grades 4-6 has been piloted in French immersion and French first-language schools. The program aims at developing a broader range of abilities in social studies: citizenship and the role of government, heritage and culture, local economy, personal history and geography.

A new learning resource called *Mosaique* is being used in the classroom. Teachers and students have responded well to the new approach and have found its content relevant to their daily activities. A greater involvement in the community has been another benefit of the program.

Technology Integration

The division's approach to technology in education has been to favour the integration of technology into the curriculum. To this end, a document to assist teachers in using a computer in the classroom was developed. As well, a document showing models for the integration of technology was implemented in grades 1 to 3 in most schools. A series of workshops was offered in French on available software and information technology practices which complement the school programs. Use of technology is also prevalent in the career exploration courses in the French first-language schools.

French Awareness Week

As in past years, the Department of Education partnered with other departments and the French community to offer school-based activities during French Awareness Week. The science animators *Sciences en folie* did a tour of 78 elementary French first-language and immersion classes across the province and a variety of activities was held in schools.

In March 2000, Education Minister Chester Gillan joined Deputy Education Minister Elaine Noonan; Yvonne Arsenault, chair of la Commision scolaire de langue française; and Gabriel Arsenault, superintendent of la Commission scolaire de langue française, to announce the provincial government's plans for French first-language education in the Summerside area.

French First-Language Education

The division has worked closely with *la Commission scolaire de langue française* to improve accessibility to French first-language education in the province. Programs for the Summerside and West Prince regions were announced and work on the provision of these services has been initiated. The division is also collaborating in the province's Transitions initiative, an effort to help students move from school to life and work situations.

Division des programmes en français

Mandat

Le mandat de la Division des programmes en français consiste à élaborer, mettre en oeuvre, évaluer et appuyer un programme d'études, des programmes et des services de haute qualité afin de satisfaire aux besoins des élèves du système d'école publique de l'Î.-P.-É. et de fournir des occasions d'acquérir la langue française. Ces occasions contribuent au développement global des enfants pour qu'ils puissent occuper une place significative dans la société.

Vue d'ensemble de la Division

La Division fournit des programmes à trois secteurs du système scolaire : français langue première, immersion en français et français de base.

Français langue première

La gestion publique de l'école française à l'Î.-P.-É. est fournie par une commission scolaire provinciale, la Commission scolaire de langue française. Sa clientèle principale est composée d'élèves dont la langue maternelle est le français et auxquels la Division fournit des programmes en français. Ces programmes sont élaborés et mis en oeuvre de la 1ère année à la 12e année dans tous les domaines et ils sont distribués dans deux emplacements scolaires : l'école Évangéline, située à Abram- Village, et l'école François-Buote, située à Charlottetown.

Immersion en français

Les programmes d'immersion en français sont des programmes scolaires dont le contenu est donné en français, qui portent sur différents sujets, et dont la population cible est composée d'élèves non francophones. Il existe deux programmes d'immersion autorisés dans la province : l'immersion précoce qui commence au niveau de la 1ère année et l'immersion tardive, au niveau de la 7e année. Ces programmes sont offerts dans un certain nombre d'écoles à travers la province. Il existe également un programme d'immersion de durée moyenne offert dans une école par la Commission scolaire de l'est, et il commence à partir de la 4e année. Les inscriptions dans les programmes d'immersion en français ont atteint 14 pour cent des élèves admissibles au total, ce qui situe l'Î.-P.-É. près de la tête quant aux inscriptions par habitant dans les programmes d'immersion en français.

Français de base

Les écoles de deux commissions scolaires anglaises offrent un enseignement en français aux élèves débutant en 4e année, lequel s'appuie sur une période d'enseignement par jour. Il s'agit du programme de français le plus suivi et il fournit l'occasion aux élèves d'apprendre l'autre langue officielle du Canada.

Points saillants

La Division a précisé cinq objectifs à atteindre pour remplir son mandat. Ce sont :

- Améliorer le perfectionnement professionnel des éducateurs sur place autant que les autres formes de perfectionnement professionnel;
- Améliorer le degré de satisfaction des employés;
- Améliorer le programme d'études, les programmes et les services;
- Améliorer le rapport de travail avec tous les partenaires intérieurs et extérieurs;
- Améliorer les ressources visant à appuyer les stratégies d'apprentissage et d'enseignement.

À cette fin, les initiatives ci-dessous ont été mises en place :

Initiatives pan-canadiennes

À la suite d'une étude pan-canadienne de comparabilité des arts du langage en français applicable au français langue première, le Conseil des ministres de l'éducation du Canada a décidé de collaborer à l'élaboration de projets futurs visant à mieux répondre aux besoins des élèves francophones de tout le pays. La Division participe à cette initiative. Des projets conçus pour améliorer le succès des élèves et augmenter les ressources disponibles seront définis au cours de la prochaine année.

Arts du langage

De nouveaux programmes sont expérimentés, et continueront de l'être, aux fins des programmes de l'élémentaire en français langue première et en immersion. Des principes directeurs applicables au programme d'études, qui définissent clairement les résultats d'apprentissage, ont été formulés. Ces nouveaux programmes sont partiellement complétés grâce à des initiatives régionales réalisées à l'aide de la Fondation d'éducation des provinces atlantiques.

Les enseignants des écoles secondaires de premier et de deuxième cycle ont reçu du nouveau matériel pour leurs classes. Une série d'ateliers qui ont été menés à l'hiver les ont également aidés à préciser les nouvelles ressources grammaticales à utiliser avec leurs élèves en septembre prochain.

Français de base

Durant l'année scolaire 1999-2000, le nouveau programme de français de base de l'élémentaire a finalement été mis en oeuvre au niveau de la 6e année. Ce projet, initié en 1994, a démarré avec l'élaboration d'un programme d'études et du guide de l'enseignant qui comprend, pour la première fois, des résultats chez les élèves précis par niveau ainsi qu'une explication claire de la méthodologie recommandée pour l'enseignement du

français de base au moyen d'une approche communicative et expérientielle. Cette méthodologie est maintenant utilisée constamment de la 4e année à la 12e année. Le matériel *Acti-Vie* a été choisi comme ressource principale et, au cours des quatre dernières années, il a été expérimenté et mis en oeuvre de la 4e année à la 6e année. La réaction des enseignants, des élèves et des parents au nouveau programme a été très positive en ce qui a trait à la motivation à apprendre une langue seconde et à ce que les élèves sont capables de faire en français.

Santé et vie de famille

Les enseignants de l'immersion en français et du français langue première cherchent à améliorer le programme de santé et vie de famille à l'école secondaire de premier cycle. De nouvelles ressources ont été sélectionnées et seront expérimentées au cours de la prochaine année. On a beaucoup insisté sur la préparation à la vie quotidienne, et sur les capacités à résoudre des conflits et à prendre des décisions.

Mathématiques

De nouveaux résultats d'apprentissage de même que leurs ressources connexes ont été vérifiés auprès des classes de 10e année et de 11e année. Cette nouvelle approche est fondée sur la résolution de problèmes et l'utilisation des mathématiques en contexte réel.

Études sociales

Un nouveau programme s'adressant aux élèves de la 4e année à la 6e année a été expérimenté dans les écoles d'immersion en français et de français langue première. Le programme vise à développer une vaste gamme de capacités en études sociales : (citoyenneté et rôle du gouvernement, patrimoine et culture, économie locale, antécédents personnels et géographie). Une nouvelle ressource d'apprentissage, appelée *Mosaïque*, est utilisée en classe. Les enseignants et les élèves ont bien répondu à la nouvelle approche et ont trouvé que le contenu était adapté à leurs activités quotidiennes. Le programme a également tiré profit d'une plus grande participation de la communauté.

Intégration de la technologie

L'approche de la Division par rapport à la technologie dans le domaine de l'éducation a consisté à favoriser l'intégration de la technologie dans le programmes d'études. À cette fin, un document visant à aider les enseignants à se servir d'un ordinateur en classe a été réalisé. Également, un document traitant de modèles d'intégration de la technologie a été mis en application auprès des élèves de la 1ere année à la 3e année dans la plupart des écoles. Une série d'ateliers ont été offerts en français sur les logiciels et les pratiques technologiques disponibles, lesquels complètent les programmes scolaires. L'utilisation de la technologie prévaut aussi dans les cours d'exploration des carrières dans les écoles de français langue première.

Semaine de la francophonie

Comme par les années passées, le ministère de l'Éducation a collaboré avec d'autres ministères et avec la communauté francophone en vue d'offrir des activités centrées dans le milieu scolaire durant la Semaine de la francophonie. Les animateurs scientifiques de *Sciences en folie* ont fait une tournée de 78 classes de français langue première et d'immersion de l'élémentaire de la province et les écoles ont organisé toutes sortes d'activités.

En mars 2000, le ministre de l'Éducation, Chester Gillan, la sous-ministre de l'Éducation, Elaine Noonan, la présidente de la Commission scolaire de langue française, Yvonne Arsenault ainsi que le directeur général de la Commission scolaire de langue française, Gabriel Arsenault se sont réunis pour annoncer les projets du gouvernement provincial concernant l'éducation en français, langue maternelle, dans la région de Summerside.

Éducation en français langue première

La Division a travaillé en étroite collaboration avec la Commission scolaire de langue française à l'amélioration de l'accès à l'éducation en français langue première dans la province. L'annonce de programmes pour les régions de Summerside et de Prince-Ouest a été suivie de l'initiation de la prestation des services s'y rattachant : un effort visant à aider les élèves à passer de l'école à la vie et aux situations relatives au travail.

1999-2000

Inscriptions d'immersion française
Commission scolaire de l'ouest

French Immersion Enrolment
Western School Board

Niveau/Level

École/School	1	2	3	4	5	6	7	8	9	10	11	12	Total
Bloomfield Elementary	15	20	17	23	20	20							115
St. Louis Elementary	12	15	6	15	12	10							70
Tignish Elementary	22	19	22	20	8	15							106
Elm Street Elementary	21	17	23	62	62	61							246
Greenfield Elementary	48	48	44										140
Hernewood Junior High							22	22	21				65
M.E. Callaghan Junior High							36	21	29				86
Summerside Intermediate							42	58	50				150
Westisle Composite High										45	36	33	114
Three Oaks Senior High										51	47	40	138
Total	**118**	**119**	**112**	**120**	**102**	**106**	**100**	**101**	**100**	**96**	**83**	**73**	**1230**

1999-2000

Inscriptions
Commission scolaire
de langue française

Enrolment
French Language
School Board

Niveau/Level

École/School	1	2	3	4	5	6	7	8	9	10	11	12	Total
École Évangéline	29	25	36	28	39	43	35	36	42	32	57	40	442
École François-Buote	15	13	8	18	18	19	19	17	7	15	7	10	166
Total	**44**	**38**	**44**	**56**	**57**	**62**	**54**	**53**	**49**	**47**	**64**	**50**	**608**

1999-2000

Inscriptions d'immersion Française
Commission scolaire de l'est

French Immersion Enrolment
Eastern School District

Niveau/Level

École/School	1	2	3	4	5	6	7	8	9	10	11	12	Total
Eliot River Elementary				20	25	26							71
Gulf Shore Consolidated (imm. moyenne)				25	23	19	18	15	12				112
Montague Consolidated	25	19	20	14	10	19							107
Sherwood Elementary	28	45	27	32	39	22							193
Spring Park Elementary	45	44	39	42	48	43							261
Westwood School	35	27	23										85
Birchwood Junior High (imm. tardive)							54	51	58				163
East Wiltshire (imm. précoce)							28	37	30				95
East Wiltshire School (imm. tardive)							53	48	48				149
Queen Charlotte (imm. précoce)							45	41	43				129
Queen Charlotte (imm. tardive)							33	32	30				95
Stonepark Junior High (imm. précoce)							23	43	27				93
Stonepark Junior High (imm. tardive)							62	72	51				185
Bluefield High										70	52	49	171
Charlottetown Rural High										87	105	61	253
Colonel Gray Senior High										160	69	58	287
Montague Intermediate							17	26	22				65
Montague Regional High										20	20	16	56
Total	**133**	**135**	**109**	**133**	**145**	**129**	**333**	**365**	**321**	**337**	**246**	**184**	**2,570**
Grand Total	**251**	**254**	**221**	**253**	**247**	**235**	**433**	**466**	**421**	**433**	**329**	**257**	**3,800**

Source: Statistique Canada/Statistics Canada

Student Services Division

Mandate

The Student Services Division provides quality support services to students and teachers in the public school system.

Reorganization

In the summer of 1999, the Department of Education restructured the former English Programs and Services Division into two distinct divisions: Student Services and English Programs. This change was based upon recommendations made in the *Review of Special Education* (Mackey & Associates, 1998) in order to increase the department's capacity to deliver effective special education and other student support services. Also to this end, there was a redistribution of job responsibilities and three new positions were created: Director of Student Services, Student Services Consultant and Guidance Consultant.

Division Overview

The Student Services Division provides leadership and services or support in the following areas: special education, youth leadership initiatives, career development planning, programs for youth at risk, education programs for youth at the Provincial Adolescent School, support to alternative education programs, school counselling support, tutoring for immigrant children requiring English as a Second Language, tutoring for students absent from school for prolonged periods for medical reasons, services for children who have visual or hearing impairments, diversity education and Aboriginal education issues. The division provides special learning materials, monitors home schooling and coordinates other programs including youth initiatives such as Allied Youth and the Duke of Edinburgh awards. The division also establishes criteria for and supports the provision of teacher assistants. The Student Services Division collaborates closely with English Programs, French Programs and other divisions within the department. It works closely with the school system and partners with other government departments and community organizations in student services initiatives.

Highlights

Special Education

The Minister's Directive 97-07 on Special Education provides a framework for special education services in the provincial school system. The division continues to draft a comprehensive student services policy and an implementation plan as a result of the 1998 review of special education. It is expected that the draft policy will be released for validation in the fall of 2000. Workshops have been held with various school staff on teaching multi-level classes as well as strategies for adapting and modifying curriculum.

Special Education Teachers

The department provides out-of-ratio special education teachers for students who require additional support in the school system. This includes students with special needs as well as students who require additional academic or resource support. There were 114.6 out-of-ratio positions funded in special education in the 1999-2000 school year. The provincial ratio for special education teachers is approximately one for every 210 students. School boards are responsible for the allocation of special education teachers to schools and for assigning staff so that those students with the greatest needs receive the necessary support.

Teacher Assistants

Teacher assistants are an additional resource to support students with special needs. The Department of Education provides teacher assistants based on need. School boards allocate teacher assistant positions based on criteria established by the department. Teacher assistants work under the supervision of a certified teacher and are assigned to support students. In the 1999-2000 school year, 153.5 teacher assistants were allocated; a ratio of one for every 157 students.

Special Education Curriculum Materials

Alternative materials were available for students whose educational needs could not be met through regular curriculum materials. The division selects resource materials, maintains the *Special Education Program of Studies*, administers the budget allocations to schools for these materials and maintains a small lending library.

Inclusion Grants

The Inclusion Grant initiative, funded by the department in partnership with the Association for Community Living and Human Resources Development Canada, involved 12 Island schools in the design, implementation and evaluation of school-based action research projects. Each school's project focused on particular strategies for successful inclusion of students with exceptionalities in regular school activities with their peers. Two Inclusion Grant newsletters were published and distributed to every school. Thirty-six educators attended a workshop on inclusion strategies.

Regional Participation

The division participated in two groups of regional meetings: the APEF Early Literacy Initiative and meetings of Atlantic provinces Directors of Student Services to identify areas for the development of collaborative student services projects.

Services for the Hearing Impaired

The Department of Education provides support to children identified as having significant hearing loss. There are currently three itinerant teachers working with children across the province. School age children can access support in their home schools from an itinerant teacher of the hearing impaired. Tutor support may also be provided. For pre-schoolers, there is direct service as well as a parent guidance program. The department also supplies and maintains assistive learning devices (personal FM systems) for those children who require them. In addition, assessments and other specialized support can be accessed through the Atlantic Provinces Special Education Authority (APSEA) Resource Centre for the Hearing Impaired in Halifax.

Services for the Visually Impaired

Services for students who are blind or visually impaired are provided by the inter-provincial agency, the Atlantic Provinces Special Education Authority (APSEA), which operates in the four Atlantic provinces. APSEA staff in PEI includes itinerant teachers who offer direct support to students in mainstream settings, a pre-school specialist, an orientation and mobility instructor who monitors travel training in the province and a transition facilitator, who assists students and families in the transition from school to adult life. The total APSEA staff on PEI is 4.4 full-time positions. In addition to in-province support, PEI students have access to an array of short-term placements at the APSEA Resource Centre in Halifax. These placements vary in length from one week to five months and cover a broad range of topics involving the core curriculum of compensatory skills required by children who are blind or visually impaired. On February 9, 2000, APSEA students in PEI participated in the first National Braille Day. Three Island students submitted short stories to be published in a special anthology of stories written in braille from students across Canada.

Provincial Adolescent School

The department provides a school program to students who are receiving treatment in the Provincial Group Home. This school program has two teachers and moved location this year from the Eric Found Centre to the Boys and Girls Club. The school serves 20-25 students throughout the school year with a maximum class size of 14. A small number of students attend as day students.

Tutoring

Tutoring of up to five hours per week was provided to 60 students who were absent from school for a prolonged period of time due to physical or emotional illness, accident or pregnancy. Students were tutored for a total of 2,418.24 hours. As well, 44 immigrant children whose first language is neither English nor French received 1,913.5 hours of English as a Second Language (ESL) tutoring.

Home Schooling

The division monitors the provincial home schooling program. In 1999-2000, 51 families received approval and 96 children were home schooled.

Alternative Education

Alternative Education programs were offered in six sites across the province with approximately 140 students participating. These programs are designed to provide an opportunity for students who have dropped out of school to re-enter the school system so that they are able to graduate and/or develop the skills to find meaningful employment.

Career Education

The department continued to emphasize career education through a number of initiatives.

- Through an ongoing partnership with the three school districts and Human Resources Development Canada, the department continued its third year of the Labour Market Information Outreach program. Six full-time workers and a coordinator were hired to increase student awareness of labour market information and to assist senior high school counsellors and teachers prepare students for entry into the labour market or post-secondary training/education through career exploration and employment related resources. The program was expanded this year to include the Adolescent School, alternative education sites and students involved in the Graduation Is for Teen Moms (GIFT) Program.
- Atlantic Association of Registrars and Admissions Officers – The department coordinated the visitation of more than 30 post-secondary institutions to each high school.
- Approximately 1,000 Grade 9-10 students participated in the Take Our Kids to Work Program in November 1999. It was considered a great success by all who participated, including parents, teachers and students.
- Senior high school counsellors received training in the CHOICES 2000 career software program.
- Two Island Students, Tyler Howard and Chris Lowther, participated in a youth forum during the School-to-Work Transitions Conference in Toronto, Ontario. Students representing various school-to-work transition programs from many of the provinces and territories met to share ideas on how they, as students, could make an impact on the continuing changes and programs that are being introduced in education systems across the country. Students completed a youth report as part of their forum. This report is available from Student Services.

Department staff were involved in several other youth initiatives including: Canadian Career Information Partnership, the development of Canadian career standards and guidelines, Youth Protocol Dialogue, the Premier's Action Committee on Family Violence Prevention, a strategy for healthy child development and other inter-departmental initiatives.

Guidance and Counselling

As a result of committee work of the Prince Edward Island Guidance and Counselling Association (PEIGCA) (over the past two years, and in keeping with the trend of the National Counselling Association), the name of the association was officially changed to the Prince Edward Island Counselling Association (PEICA). The name change reflects more accurately the philosophical belief that guidance in schools is a whole school responsibility and that the counselling aspect is a specialty area of training.

The focus of the past year has been on promoting professional development and improved communication. The department has facilitated awareness of research and current trends in the field by the distribution of articles. Student Services personnel assisted in the preparations to host the Canadian Counselling Association conference in Charlottetown in May 2000. In addition, a handbook of local school and related agency resources is being compiled and will be ready for distribution to schools in September 2000.

Negotiations have continued throughout the year with the University of Prince Edward Island to offer assessment courses for school counsellors and others who currently hold a masters level degree and who wish to receive further training, especially in the area of psycho-educational assessments. As well, discussion was initiated with the faculties of education at UPEI and Acadia University to partner in the delivery of a Masters of Education in Counselling degree through UPEI to address the need for additional qualified counsellors for Prince Edward Island.

Youth Leadership

Throughout the year, the division continued youth leadership initiatives in the following areas:

- The Allied Youth program continued to focus on developing leadership skills, responsible decision-making, healthy lifestyles and service to others. A number of rallies and workshops were hosted by Allied Youth posts and regions across the province including the 39th Annual Allied Youth Provincial Conference in May 1999 and the 68th Annual Allied Youth International Conference in November 1999.
- The Peer Education program on alcohol, marijuana, tobacco and decision-making was delivered to approximately 2,100 Grade 7 students in the province by 250 trained senior high school students.
- A number of successful workshops were held with high school student council executives and staff advisors within the province. PEI also participated in the 15th Canadian Student Leadership Conference in Waterloo, Ontario.
- Provincial Duke of Edinburgh Awards were presented to 21 Island youth at Government House in May 1999.
- In conjunction with the PEI Tobacco Reduction Strategy, Tobacco Reduction Clubs were formed in each of the 12 senior high schools.

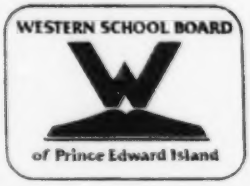
Diversity Education

The Diversity Education Standing Committee successfully partnered with the federal Department of Canadian Heritage to obtain a Partners in Employment Equity grant to undertake a research project on diversity in hiring. University of Prince Edward Island is the principal researcher in the project. The Standing Committee also worked to have Verbal Abuse Prevention Week become an annual event the first week of October in Island schools. A number of workshops and panel discussions were offered to teachers on diversity and equity education, critical literacy and inclusive teaching strategies.

Aboriginal Education

The Aboriginal Education Committee met regularly to discuss strategies to assist Aboriginal students in the province achieve their potential. The committee has representation from the Lennox Island First Nations, the Abegweit First Nations, the Native Council, the Mi'kmaq Family Resource Centre, the Department of Education, PEI Teachers' Federation and Island schools. Among its initiatives was a formal response to the Mackey Review on Special Education and guidance in the development of Westisle High School's local pilot course in Native studies.

Appendixes



Western School Board

Enrolment by School and Grade
Western School Board
as of September 30, 1999

School Code	School Name	Grades												Total
		1	2	3	4	5	6	7	8	9	10	11	12	
113	Westisle Composite High	-	-	-	-	-	-	-	-	-	267	243	303	813
122	Hernewood Junior High	-	-	-	-	-	-	128	113	136	-	-	-	377
123	M.E. Callaghan Junior High	-	-	-	-	-	-	152	96	115	-	-	-	363
130	Tignish Elementary	54	57	50	42	51	46	-	-	-	-	-	-	300
131	Alberton Elementary	34	38	38	45	38	36	-	-	-	-	-	-	229
132	Bloomfield Elementary	39	34	35	43	42	42	-	-	-	-	-	-	235
133	O'Leary Elementary	38	40	47	41	42	52	-	-	-	-	-	-	260
134	Ellerslie Elementary	40	26	39	50	38	50	-	-	-	-	-	-	243
135	St. Louis Elmentary	36	31	26	32	32	39	-	-	-	-	-	-	196
211	Kensington Intermediate/Sr. High	-	-	-	-	-	-	81	86	75	76	80	70	468
212	Kinkora Regional High	-	-	-	-	-	-	-	-	57	56	49	38	200
215	Three Oaks Senior High	-	-	-	-	-	-	-	-	-	287	297	272	856
220	Summerside Intermediate	-	-	-	-	-	-	214	207	205	-	-	-	626
221	Athena Consolidated	35	45	45	37	55	54	51	52	64	-	-	-	438
222	Miscouche Consolidated	30	27	33	23	24	27	22	28	17	-	-	-	231
231	Amherst Cove Consolidated	26	18	27	25	20	26	12	30	-	-	-	-	184
232	Elm Street Elementary	56	56	63	104	107	91	-	-	-	-	-	-	477
233	Queen Elizabeth Elementary	85	56	68	87	96	71	-	-	-	-	-	-	463
234	Somerset Elementary	19	29	21	28	26	21	35	27	-	-	-	-	206
236	Parkside Elementary	55	45	54	58	54	52	-	-	-	-	-	-	318
237	Greenfield Elementary	86	102	101	42	52	51	-	-	-	-	-	-	434
270	Alternative Education Class	-	-	-	-	-	-	3	6	8	3	-	-	20
	Total	**633**	**604**	**647**	**657**	**677**	**658**	**698**	**645**	**677**	**689**	**669**	**683**	**7,937**

Eastern School District

Enrolment by School and Grade
Eastern School District
as of September 30, 1999

School Code	School Name	Grades												
		1	2	3	4	5	6	7	8	9	10	11	12	Total
310	Charlottetown Rural High	-	-	-	-	-	-	-	-	-	324	376	353	1,053
311	Colonel Gray Senior High	-	-	-	-	-	-	-	-	-	313	328	303	944
314	Bluefield High	-	-	-	-	-	-	-	-	-	258	288	280	826
320	Birchwood Junior High	-	-	-	-	-	-	139	155	164	-	-	-	458
321	Queen Charlotte Junior High	-	-	-	-	-	-	181	180	194	-	-	-	555
323	Stonepark Junior High	-	-	-	-	-	-	233	310	303	-	-	-	846
324	East Wiltshire Junior High	-	-	-	-	-	-	187	241	198	-	-	-	626
340	Glen Stewart Elementary	106	123	110	107	110	117	-	-	-	-	-	-	673
341	Central Queens Elementary	36	43	49	56	55	49	-	-	-	-	-	-	288
342	Eliot River Elementary	-	-	-	139	131	133	-	-	-	-	-	-	403
343	L.M. Montgomery Elementary	73	68	72	67	52	60	-	-	-	-	-	-	392
344	Fort Augustus Elementary	18	21	21	22	23	22	13	20	18	-	-	-	178
345	Englewood School	28	29	33	28	25	34	19	23	40	-	-	-	259
346	Parkdale Elementary	18	37	28	42	40	33	-	-	-	-	-	-	198
347	Prince Street Elementary	65	52	57	69	58	62	-	-	-	-	-	-	363
348	Gulf Shore Consolidated	42	42	32	43	45	24	40	35	36	-	-	-	339
349	Sherwood Elementary	95	115	100	108	112	101	-	-	-	-	-	-	631
350	Westwood Primary	148	135	141	-	-	-	-	-	-	-	-	-	424
351	Spring Park Elementary	86	85	81	86	90	88	-	-	-	-	-	-	516
354	St. Jean Elementary	48	45	33	28	35	33	-	-	-	-	-	-	222
355	West Kent Elementary	50	46	73	62	77	51	-	-	-	-	-	-	359
356	West Royalty Elementary	44	40	28	30	37	28	-	-	-	-	-	-	207

Enrolment by School and Grade
Eastern School District
as of September 30, 1999

		Grades												
School Code	School Name	1	2	3	4	5	6	7	8	9	10	11	12	Total
357	Grand Tracadie Elementary	9	10	9	9	8	10	-	-	-	-	-	-	55
410	Montague Regional High	-	-	-	-	-	-	-	-	-	213	243	254	710
411	Morell Regional High	-	-	-	-	-	-	-	-	87	74	76	88	325
412	Souris Regional High	-	-	-	-	-	-	-	-	93	91	88	95	367
420	Montague Intermediate High	-	-	-	-	-	-	81	93	171	-	-	-	345
440	Belfast Consolidated	32	32	33	29	31	36	34	27	32	-	-	-	286
441	Cardigan Consolidated	28	24	30	39	19	27	38	29	-	-	-	-	234
442	Dundas Consolidated	14	7	10	10	11	8	10	6	-	-	-	-	76
443	Eastern Kings Consolidated	6	9	14	9	11	15	16	12	-	-	-	-	92
444	Fortune Consolidated	31	36	26	26	-	-	-	-	-	-	-	-	119
445	Georgetown Consolidated	16	9	14	18	8	7	10	13	-	-	-	-	95
446	Montague Consolidated	68	67	68	67	69	71	-	-	-	-	-	-	410
447	Morell Consolidated	30	24	29	24	29	26	31	34	-	-	-	-	227
448	Mt. Stewart Consolidated	13	11	13	20	14	20	13	16	-	-	-	-	120
449	Rollo Bay Consolidated	-	-	-	-	37	31	39	32	-	-	-	-	139
450	Souris Consolidated	23	35	23	36	31	32	29	37	-	-	-	-	246
451	Southern Kings Consolidated	50	39	41	50	46	46	52	51	-	-	-	-	375
452	St. Peter's Consolidated	15	17	12	11	15	14	15	14	-	-	-	-	113
453	St. Teresa's Consolidated	5	12	7	7	8	11	9	10	-	-	-	-	69
454	Tracadie Cross Consolidated	20	18	11	15	19	8	14	19	-	-	-	-	124
455	Vernon River Consolidated	22	40	25	26	41	22	27	29	24	-	-	-	256
	Total	**1,239**	**1,271**	**1,223**	**1,283**	**1,287**	**1,219**	**1,230**	**1,386**	**1,360**	**1,273**	**1,399**	**1,373**	**15,543**

Commission scolaire de langue française

Enrolment by School and Grade
as of September 30, 1999
Commission scolaire de langue française

		Grades												
School Code	School Name	1	2	3	4	5	6	7	8	9	10	11	12	Total
510	Ecole Evangeline	29	25	36	28	39	43	35	36	42	34	57	39	443
511	Ecole Francois-Buote	15	13	8	18	18	19	19	17	7	15	7	10	166
	Total	**44**	**38**	**44**	**46**	**57**	**62**	**54**	**53**	**49**	**49**	**64**	**49**	**609**

Private Schools

Enrolment by School and Grade
as of September 30, 1999
Private Schools

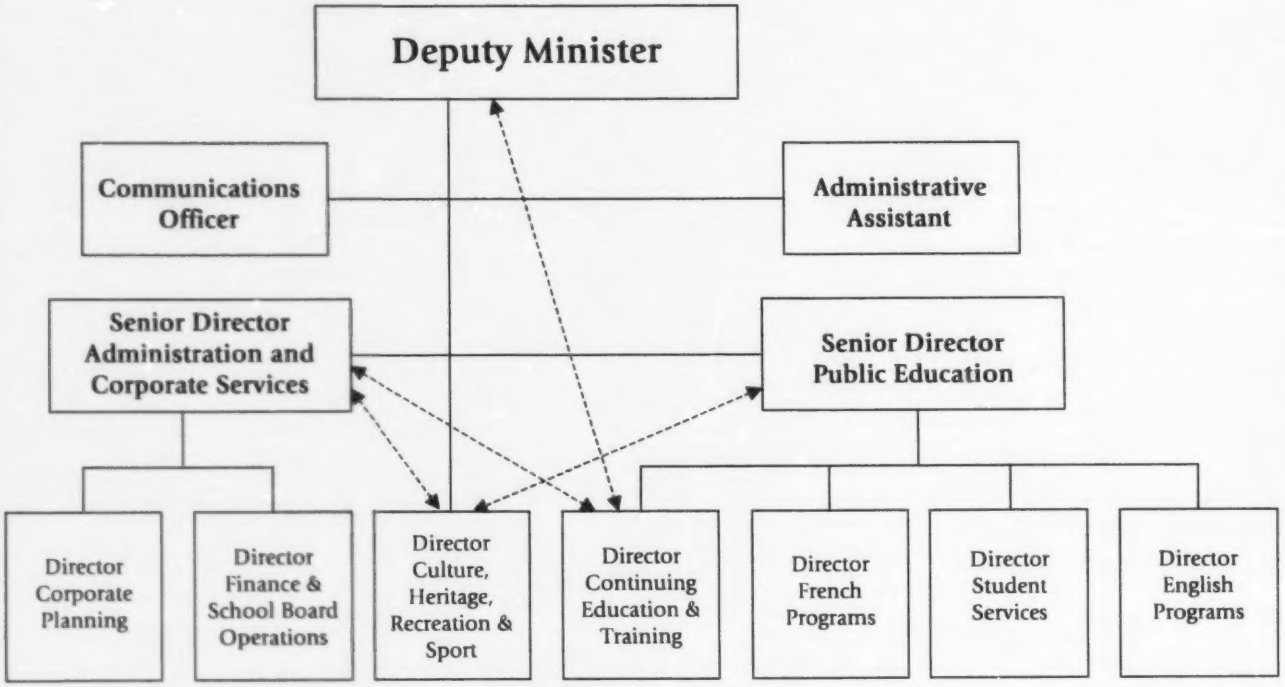
		Grades												
School Code	School Name	1	2	3	4	5	6	7	8	9	10	11	12	Total
940	Immanuel Christian School	3	5	3	6	4	2	2	4	6	-	-	-	35
965	Fair Isle Adventist School	1	1	3	2	1	-	-	-	-	-	-	-	8
970	Grace Christian School	9	18	9	16	11	13	18	19	10	18	17	11	169
	Total	**13**	**24**	**15**	**24**	**16**	**15**	**20**	**23**	**16**	**18**	**17**	**11**	**212**

Provincial Total

Provincial Total Enrolment
as of September 30, 1999

Grades	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total	1,929	1,937	1,929	2,010	2,037	1,954	2,002	2,107	2,102	2,029	2,149	2,116	24,301

Department of Education
Reporting Structure



** *Solid line indicates reporting structure to the Deputy Minister and Senior Directors*
Broken line indicates lines of communication